

Census 2000 Synthesis  
Report No. 18

*Census 2000 Testing, Experimentation,  
and Evaluation Program*

Issued March 2004

TR-18

Results From  
the Response  
Mode and  
Incentive  
Experiment  
in 2000

U S C E N S U S B U R E A U

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U.S. Department of Commerce  
Economics and Statistics Administration  
U.S. CENSUS BUREAU

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## RESULTS FROM THE RESPONSE MODE AND INCENTIVE EXPERIMENT IN 2000



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**Donald L. Evans,**  
Secretary

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Deputy Secretary

**Economics and Statistics Administration**  
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## Foreword

The Census 2000 Testing, Experimentation, and Evaluation Program provides measures of effectiveness for the Census 2000 design, operations, systems, and processes and provides information on the value of new or different methodologies. By providing measures of how well Census 2000 was conducted, this program fully supports the Census Bureau's strategy to integrate the 2010 planning process with ongoing Master Address File/TIGER enhancements and the American Community Survey. The purpose of the report that follows is to integrate findings and provide context and background for interpretation of related Census 2000 evaluations, experiments, and other assessments to make recommendations for planning the 2010 Census. Census 2000 Testing, Experimentation, and Evaluation reports are available on the Census Bureau's Internet site at: [www.census.gov/pred/www/](http://www.census.gov/pred/www/).

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# Executive Summary

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The Response Mode and Incentive Experiment investigated the impact of three computer-assisted data collection techniques – Computer-Assisted Telephone Interviewing, Internet, and Interactive Voice Response – on the response rate and data quality in Census 2000. Households participating in the study were randomly assigned to six panels and to a control group. The households in the six panels were given the choice of providing their Census 2000 data via the usual paper forms or by one of the alternate computer-mediated response modes. Half of the panels were offered an incentive, a telephone calling card good for 30 minutes of calls, for using the alternate response mode.

In addition, the experiment included a nonresponse component designed to assess the effects of a promised incentive and alternative response mode options on response among a sample of census households who failed to return their census forms by April 26, 2000. The intent of the nonresponse component was not to test incentives or response mode options as possible nonresponse conversion techniques for the census. Rather, the experiment was designed to test the effect of these factors on response among a group representing those who are traditionally difficult to enumerate.

A final component of the experiment involved interviewing households assigned to the Internet mode (both with and without the incentive) who opted to complete the traditional paper census form.

The purpose of the interview was to determine why these households did not use the Internet.

Results from the initial mailout portion of the Response Mode and Incentive Experiment show that:

- **Computer-assisted Telephone Interviewing brought about a small but statistically significant improvement in the overall response rate.** It also had a low item nonresponse rate. However, in the context of this experiment, it entailed substantial cost for hardware, software, and programmer and interviewer labor.
- **The Internet mode yielded relatively high data quality.** The primary additional cost associated with this mode involved the development and maintenance of the software and hardware. The benefits of this data collection method may outweigh these costs.
- **The implications of this study are complex for the use of the Interactive Voice Response technology.** Data quality was the lowest for this mode. Respondents appeared to dislike lengthy surveys with this method and some respondent sub-groups (mixed race respondents and Hispanics) were more likely to report confusion with the task. Nonetheless, this mode is an appealing way to reach persons with limited literacy skills. The costs associated with this mode included the

hardware, programming, speech recognition software, and telephone expenses.

- **The calling card was very effective in promoting the use of the alternative response mode.** However, rather than encouraging more households to participate, the incentive tended to redirect households that would have responded by mail to the alternate computer-mediated response mode. This effect may be partially attributable to the colorful inserts in the household mailing that directed attention to the calling card.
- **The impact of the calling card may not justify its cost.** In the Internet and computer-assisted telephone interviewing conditions, the incentive may have brought about an increase in responding via the alternate mode, but this increase was offset by decreases in responding by mail.

Results from the nonresponse component of the Response Mode and Incentive Experiment show that:

- **Computer-assisted telephone interviewing elicited the highest response from Census nonrespondents (7.8 percent) followed by the Interactive Voice Recognition Questionnaire (4.8 percent) and the Internet (3.7 percent).** This comparison is confounded by the fact that Internet access may

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be especially problematic for this target population.

- **Respondents to the Interactive Voice Response mode are significantly younger and reside in households with, on average, fewer people than both mail and computer-assisted telephone interview respondents.** Computer-assisted telephone interview respondents are disproportionately Black with more households residing in low coverage areas compared to Internet respondents.
- **The calling card incentive increased response to the alternative modes by 1.9 percent across all response modes.**
- **Person 1 in households receiving the incentive due to alternative response mode participation tended to be younger than Person 1 in households not receiving the incentive.**
- **Contrary to past research, the increase in response due to the incentive is not statistically different in areas with high concentrations of the Black and Hispanic populations and renters (1.9 percent) from other areas (2.0 percent).**
- **When total response to an experimental second mailing is considered, no significant incentive effect remains.** That is, when mail responses are included as respondents, the incentive group (13.8 percent) is no more likely to respond than the non-incentive group (13.2 percent). Similar to the initial mailout experiment, it appears that the incentive merely redirects responses that would have

otherwise been obtained by mail to alternative modes.

- **Irrespective of the experimental treatments, around 13 percent participation was obtained from cases that did not initially return the questionnaire or returned the questionnaire late.** Replacement questionnaires were not included in the second mailing, implying that respondents who returned a mail form, around six to nine percent, used their original questionnaire mailed in March 2000.
- Finally, results from the Internet Usage Survey indicate that:
- **Approximately 63 percent of the Internet Usage Survey sample reported having access to the Internet.** Thus, access does not appear to be a major reason why these census respondents did not opt to complete their census form via the Internet.
  - **Nearly half of the Internet Usage Survey respondents reported they were unaware that the Internet was an option for completing their census forms.**
  - **Among respondents who were aware of the Internet option, 35 percent reported that they believed the paper census form would be easier to complete.** Other reasons for not using the Internet included: no access to a computer, concerns about privacy, forgot the Internet was an option, and insufficient knowledge of the Internet.
  - **Respondents reported that an incentive to complete the census via the Internet would have encouraged them to use this alternative**

**mode.** About 41 percent of respondents who were not offered the incentive or were unaware of the offer said they would fill out their census form via the Internet if they were offered a 30 minute calling card. Another nine percent indicated they would do it for a 60 minute calling card, and an additional 12 percent would be willing if a 90 minute calling card was offered.

Based on the findings of the Response Mode and Incentive Experiment, the following recommendations are made:

- **The Internet is an attractive alternative data collection mode for the decennial census.** Although no formal cost/benefit analysis was completed, it seems likely that the cost of developing and supporting a web-based application for Census 2010 would be less than the costs associated with the data processing required for the paper forms that would be returned from households who would have been willing to provide their data via the Internet. As internet accessibility and usage continues to expand, additional savings could be realized.
- **The use of an incentive was an effective means of promoting the use of the alternative response modes.** Comparisons between the incentive and no-incentive conditions in the initial mailout experiment reveal that the incentive was associated with three to four-fold increases in the rate of using the alternative mode. However, some of this effect may be attributable to the use of the insert which drew the respondent's attention to the

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availability of the alternative mode.

- **Data quality was improved for the computer-assisted telephone interviewing mode (as compared with mail).**

However, this mode entails substantial cost investments for hardware, software, and programmer and interviewer time.

- **Without significant improvements in the voice-user interface, the Interactive Voice Response technology is probably not a viable alternative for Census 2010.**

Data quality was the lowest of all the response modes. This occurred primarily as a result of respondents hanging up before they had provided complete data. When this occurred, even the partial information that had been provided was deleted, resulting in a significant loss of data. In addition, the costs associated with developing this type of system are sizeable.

- **The use of alternative response modes does not increase overall response rates to the census.** Rather, it shifts households who would respond via the paper census to the other modes. This pattern holds true for groups who are traditionally difficult to enumerate in the census, as evidenced by the results of the nonresponse component of this experiment.

Results from the Response Mode and Incentive Experiment suggest several areas worthy of future research:

- **Research is needed to determine the best ways to present the response mode alternatives, as it appears that some respondents assigned to the no-incentive treatments did not read the letter that accompanied their paper census form informing them of the alternative mode option.** The use of a

colorful mailing insert, irrespective of whether an incentive is offered may be enough to attract respondents to an alternative census mode. However, this information cannot be determined from the data obtained from this experiment.

- **Research is needed to determine whether recent advances in speech recognition software can improve the voice user interface to increase data quality and eliminate some of the dissatisfaction voiced by respondents who answered the Interactive Voice Recognition Questionnaire satisfaction survey.**
- **The choice of incentive should be revisited.** Based on the number of respondents who never used their calling card once they were activated, it appears that the card may not have been a powerful incentive.

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# 1. Introduction

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The potential benefits of using Internet, Computer-assisted Telephone Interviewing (CATI), and/or Interactive Voice Response (IVR) surveys for the census can only be realized if large numbers of respondents are willing to answer survey questions using these computer-assisted data collection methods. The objective of the Response Mode and Incentive Experiment (RMIE) was to investigate the effect of these technologies in Census 2000.

The specific goals of the RMIE study were:

- To assess the public's willingness to provide census data using these computer-mediated data collection methods;
- To evaluate the quality of the data collected using these methods; and
- To study the ability of incentives, in the form of telephone calling cards, to promote the use of these computer-mediated methods.

## 1.1 Experiment components

The RMIE has three basic components. The first is the initial mailout. Census 2000 forms were delivered to all households in the United States beginning in mid-March of 2000. A sample of the households that received the short form were randomly selected, prior to the mailout, for the RMIE. This sample was stratified into one of two areas based on the geographical location of the household.

Some of the households in the random sample served as the Census Control Group (CCG); each of these households received a form and letter identical to those used in the national Census 2000 mailing. The rest of the households in the sample received special instructions, giving them the choice of providing their census data either by filling out the paper form, or by using a computer-assisted method:

- One subsample of the households was given the option of providing their census data via a CATI.
- A second subsample was given the option of providing their census data via an IVR system.
- A third subsample was given the choice of providing their data on a web-based survey.

Half of the households in each of these three experimental conditions were offered telephone calling cards as an incentive to use the computer-assisted method to report their census data.

The second component of the RMIE was an operation to follow up with the nonrespondents of the CCG. Households in the CCG that failed to mail back their census forms—that is, the nonrespondents to the initial mailout—were given the opportunity to provide their census data using one of the three computer-assisted methods. Half of these nonrespondents were offered the calling card incentive to use a computer-assisted method. Thus, the design of this nonresponse (NR) phase of the RMIE was very

similar to the design of the initial mailout component. Appendix A provides a layout of the RMIE design for these first two components (sample sizes are shown in parentheses).

The third component of the RMIE was an Internet Usage Survey (IUS). This telephone survey involved a sample of the households that were offered the opportunity to fill out the Internet version of the census short form in the initial mailout but either mailed in their data on the paper form or called the operator assistance (OA) number and provided their census data to a telephone interviewer. The Internet usage survey explored the reasons why these households chose not to provide their information using the web-based survey.

The advance letter and reminder postcard to RMIE households were included in the nationwide mailing. RMIE households that requested a special language form were excluded from the RMIE data analysis.

## 1.2 Research questions to be answered

The RMIE was designed to address the following research questions:

- What effect does an incentive have on census response behaviors (both overall response as well as item response)?
- What effect does an alternative response mode have on census participation rates (both overall response as well as item response)?

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- What effect does an incentive have on census response by alternative electronic response modes for typical census nonrespondents?
  - What effect does an incentive have on census participation across the various response mode options and subpopulations that historically differ with regard to census participation?
  - What reasons do respondents give for choosing to provide their census information using

the paper form rather than via the Internet?

A fuller discussion of the goals and objectives of the RMIE can be found in the Program Master Plan prepared by Malakhoff and Sanders (2000).

The RMIE was appropriately designed to allow the researchers to determine the independent effect of an incentive and an alternative response mode on participation rates and data quality. Assigning nonrespondents to the CCG to treatment groups allowed

for a further understanding of the role that incentives and alternative response modes play in persuading traditionally reluctant census households to participate. Finally, the inclusion of the IUS allows for a fuller understanding of the barriers, both actual and perceived, that must be overcome to make the Internet a viable option for the next census. Given the likely cost reductions that could be realized in fielding the census if a significant proportion of households responded via the Internet, the results of the IUS are especially important.

## 2. Methodology

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### 2.1 Research plan

A total of 35,377 households were randomly selected for this study from the Decennial Master Address File (DMAF) developed for Census 2000. All of these households were from the 94.3 million households in mailout/mailback areas (Households that were selected for the Accuracy and Coverage Evaluation initial and final samples were not eligible for selection.). All households selected were scheduled to receive the short form.

Of the households selected for this study, 15,738 were randomly dispersed among six panels in a three by two, fully factorial design to form the initial mailout component of the RMIE experiment. The first factor, response mode, had three levels: CATI, IVR, and Internet. The households were given the choice of providing their census data either via U.S. mail on the usual paper forms, or via their assigned computer-assisted response mode.

The second factor, the incentive, had two levels: incentive and no incentive. Households in the incentive condition were rewarded for using a computer-assisted response mode to provide their census data, while those in the no-incentive condition were not. The reward was a telephone calling card.

The six panels and the number of households assigned to each were as follows:

Panel 1:	
CATI with no incentive	2,621

Panel 2:	
IVR with no incentive	2,621

Panel 3:	
Internet with no incentive	2,627

Panel 4:	
CATI with incentive	2,622

Panel 5:	
IVR with incentive	2,623

Panel 6:	
Internet with incentive	2,624

#### 2.1.1 Mailings

The Census Bureau mailed a short form for Census 2000 and a cover letter to each household in this study at the same time census forms were mailed to all households in the nation. Appendix B contains copies of the RMIE mailings. The cover letter explained that the household could provide census data in either of two ways. First, the household could mail in the data in the usual way, using the paper form. Alternatively, the household could use a computer-assisted method. The cover letters to panels 1 and 4 explained that the household could provide data over the telephone by dialing a toll-free number. The cover letters to panels 2 and 5 also explained that the household could provide data by telephone by calling a toll-free number. Neither letter mentioned how the data would be collected once the household placed the call. The cover letters to panels 3 and 6 explained that the household could provide data via a web-based questionnaire available at [www.2000.census.gov](http://www.2000.census.gov).

The mailings to panels 4, 5, and 6 (the incentive panels) contained an insert, printed in color on heavy stock paper. The calling card was attached to this insert. The cover letter and insert explained that if the household provided its census data using the computer-assisted method, the calling card would be activated, giving it a value worth 30 minutes of domestic calls.

The paper census forms sent to the households in all six panels provided a toll-free number for any questions. This number was different from the toll-free help line number that appeared on the standard Census 2000 forms received by households that were not assigned to the RMIE. This source of help and information was called "Operator Assistance" or simply "OA." Operators were available at that number to answer questions both about this study and about Census 2000 generally.

Mailed questionnaires were returned to the Jeffersonville Data Capture Center (DCC) at the National Processing Center (NPC). At the initial barcode reading, these questionnaires were identified and automatically sorted to the special data processing unit in NPC. Members of this unit were responsible for keying the census data directly from the paper forms. This differs from the method of data capture used for the regular census forms which employs image data capture.

### 2.1.2 Census control group

The remaining 19,639 households that were selected for this study comprised the Census Control Group (CCG). The CCG received mailings that contained a cover letter and a census short form. The mailings did not offer the CCG households the opportunity to provide census data using a computer-assisted response mode, nor did the mailings offer any type of incentive. The CCG served as a group against which the six panels in this study could be compared. In addition, households in the CCG that failed to provide their census data were involved in the second phase of the RMIE; the nonresponse component. Of the CCG, a total of 6,130 households failed to return their census form by April 26, 2000 and thus comprised the sample for the nonresponse component of the RMIE. These households were randomly assigned to panels 7A - 9A and panels 7B - 9B as shown in Appendix A. A second mailed package was sent to each of these households. These households had the option of answering Census 2000 via the standard paper questionnaire originally sent to the household; however, replacement questionnaires were not included in this second mailing and calling cards were not activated for households that returned paper questionnaires.

Because the households in the CCG that failed to provide their census data were included in the nonresponse component, census forms for all CCG households listed the special OA number for RMIE rather than the standard toll-free assistance number printed on the Census 2000 short forms. Except for the OA telephone number, the mailings received by the CCG were identical to the official Census 2000 short form and cover letter.

When CCG households had questions about the nonresponse phase and called the RMIE OA number, they reached an operator who was knowledgeable both about RMIE and about Census 2000 generally. As a courtesy, these operators could also collect census data if callers specifically requested to provide their information during the call.

### 2.1.3 Stratification

Each household selected for this study was classified as being from one of two strata: a low coverage area (LCA) or high coverage area (HCA). The LCA was comprised of census tracts with high concentrations of non-White residents and renters, two groups associated with high nonresponse rates. About 19.3 percent of the households in the DMAF in mailout/mailback areas are in the LCA; the HCA consists of the remaining households. In RMIE, households were proportionately selected from the two strata; just under one-fifth of the households in each panel and in the CCG were in the LCA stratum.

### 2.1.4 Interactive voice recognition questionnaire

Only households assigned to panels 2 and 5 were informed of the IVR system telephone number in the initial mailout phase.

Therefore, calls to the IVR system came only from households assigned to those two panels. The protocol for the IVR Questionnaire is included as Appendix C. The IVR Questionnaire was available to receive calls 24 hours a day.

The IVR Questionnaire closely followed the paper Census 2000 short form. However, unlike the paper census short form, the IVR Questionnaire allowed the collection of information about all

members of a household, no matter how many there were. In contrast, the paper short form asked for information about only six persons in the household; it collected only the first and last names of the seventh through the twelfth persons, and no information at all for any persons beyond the twelfth.

The respondent answered nearly all questions in the IVR Questionnaire by speaking. The exceptions were the questions asking for the household's telephone number, the 22-digit census identification number, and the ten-digit calling card number (for panel 5 only). The respondents provided these data by pressing the touch-tone keys on their telephones. However, respondents who were not using a telephone with touch-tone keys provided this information verbally.

Immediately after respondents entered their 22-digit census identification numbers, the system determined whether the respondents had called the system previously. If a respondent had called earlier, the system transferred the call to a CATI operator who collected any updated information from the respondent. The IVR system also transferred a call to a CATI operator if the respondent did any of the following:

- Failed to provide the 22-digit census ID when asked;
- Attempted to enter the census ID with a pulse telephone;
- Entered a census ID that was not in the databases for panels 2 or 5; or
- Indicated he/she was unable to work with the system properly

The CATI operator helped the caller find the correct 22-digit number

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and then collected the caller's census data.

When the speech recognition software attempted to recognize an utterance, it returned a confidence level associated with the recognition attempt. The level was expressed as a percentage, generally between 50 and 100. Recognition attempts with high confidence levels were more certain than attempts with low confidence levels.

If the software returned a confidence level under 70 percent in an attempt to recognize a "yes" or a "no" response, the system repeated the question. If the software still could not adequately recognize the response in this second attempt, the system transferred the call to a CATI operator, who administered the questionnaire. If no CATI operator was available at the time that the call was transferred, or if the transfer occurred after CATI working hours, the respondent heard a recorded message, left a name and telephone number, and received a call from a CATI operator later.

Some questions in the IVR Questionnaire, such as "Please tell us the month, day and year this person was born" required spoken responses that were more complex than a simple "yes" or "no." The system was not programmed to recognize these responses in "real time." Instead, the system recorded these responses so they could be transcribed soon afterward. The CATI operators transcribed these recorded responses during periods when they were not taking CATI calls.

At the end of the IVR Questionnaire, the respondents were given the opportunity to change any of their responses to any question. The transcriptionists

listened to these changes and updated the data accordingly.

The IVR Questionnaire concluded with a set of questions to assess the respondent's satisfaction with the data collection method. These questions are summarized in Appendix D. In addition, timing data from the IVR Questionnaire were also retained for analysis. These data included the total amount of time required for the household to complete the IVR Questionnaire and the mean time required to answer individual survey items.<sup>1</sup>

#### *2.1.5 Computer-assisted telephone interview*

Persons from households that were selected for this study could reach a CATI operator in three ways:

- Calls to the IVR system were transferred to a CATI operator when the speech recognizer could not adequately recognize the respondent's responses to certain questions, or when the respondent entered a census identification number that was invalid or that belonged to a household that had already provided data.
- Households in panels 1 and 4 could dial the toll-free number to reach a CATI operator.
- Respondents in households in any panel could call the OA telephone line and offer to provide their data. Even though the OA number was offered primarily to help respondents with questions about this study or about the census generally, some respondents did call the OA number

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<sup>1</sup>This time includes the time required for the system to play the question, the respondent to answer, two seconds to determine if the response is completed, and the speech recognition software to compute the response.

and ask to provide their census data. The OA operator transferred these calls to a CATI operator who collected the data regardless of panel assignment.

Callers heard a recorded message if they reached CATI during the late night or early morning or when all operators were unavailable. The message asked the callers to leave their names, telephone numbers, and the times that they might be available for a return call. A CATI operator later called the respondent to collect the census data.

At the start of the interviews, the CATI operators first ascertained whether the caller could speak English. If the caller could speak only Spanish, the operator transferred the call to a bilingual operator. If a respondent who spoke neither English nor Spanish called, the CATI operator could not collect any data. Since no communication was possible with these few callers, they were not considered respondents, and had no follow-up contact. If the caller could speak English, the operator began the interview by asking the caller to read the 22-digit census identification number from the mailing label. The operator administered the CATI interview after verifying that the identification number was from a household in this study. The content of the CATI interview closely followed the content of the Census 2000 short form. However, like the IVR Questionnaire, the CATI interview collected complete information about all persons in the household, no matter how many persons lived there. The protocol for the CATI interview is included as Appendix E.

#### *2.1.6 Internet questionnaire*

Census Bureau staff developed and provided the Internet-based questionnaire for the RMIE.

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Respondents answered multiple-choice questions in the questionnaire by clicking the appropriate radio buttons and checkboxes. They answered text-entry questions by typing their answers into response fields. The questionnaire screens were designed to resemble the short form paper questionnaire. The screens were not programmed with any branching logic or data validity checks. The Internet survey was available 24 hours a day. A printout of the survey appears in Appendix F.

#### *2.1.7 Internet usage survey*

The sample for the IUS was selected from those respondents in the internet panels of the RMIE who responded via mail or CATI<sup>2</sup> (through a phone transfer from OA). The frame from which the IUS sample was drawn included 293 households from panel 3 (internet, no incentive) and 277 households from panel 6 (internet with incentive). Since the original

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<sup>2</sup>Only seven CATI interviews were received in panels 3 and 6. These cases were selected into this sample with certainty.

RMIE sample was selected with proportional allocation to stratum, it was anticipated that the IUS sample would be selected in the same manner. However, this selection methodology would have resulted in a very small sample size in the LCA strata due to nonresponse to the original mailing. Therefore, systematic sampling using equal allocation was conducted. The resulting sample included 318 cases in the HCA and 252 in the LCA. The IUS Questionnaire is included in Appendix G.

### 3. Limitations

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As can happen in even the most carefully designed experiments, technical problems occurred over the course of the RMIE which bear mentioning here. The most significant of these were problems that affected the representativeness of the sample in the IVR panels (panels 2 and 5):

- When the IVR system first began accepting calls, a software problem in a lookup routine caused the system to inaccurately classify all of the callers as ones who had called before. The system therefore failed to administer the IVR Questionnaire and instead directed the calls inappropriately to the CATI operators immediately after the respondents entered their census identification numbers. This problem began with the first call to the IVR system and was resolved within just a few days. The first 115 calls to the IVR system (110 from panel 5 and five from panel 2) were affected.
- Once analysis of the data began, a serious problem was discovered. The response rate for panel 2 (IVR - no incentive) appeared to be very low. This inexplicable effect dwarfed all other observed effects and appeared to be an artifact of some error. Moreover, the proportion of mailings returned as Undeliverable As Addressed (UAA) was much lower for panel 2 than for any other panel. Further investigation revealed an apparent problem with the mailout for panel 2. With very few exceptions, no responses

were received, nor were any mailings returned UAA, for panel 2 mailings to households in Missouri, Kansas, Nebraska, Louisiana, and Arkansas (the five states whose ZIP Codes start with 630 to 729), Hawaii, Oregon, Washington, and Alaska (the four states whose ZIP Codes start with 967 to 999), and ZIP Codes 39301 to 39648, 60202 to 60490, and 95608 to 95833. Similar problems were not detected for any other panel. The Census Bureau investigated this situation and found that some responses did in fact come in from households in these areas, but they arrived too late to be counted. Apparently, the mailout to these areas was either delayed or not sent, preventing the affected households from responding before the cut-off date.

- For panels 1 and 3, the proportion of UAA returns was more than two times higher for the state of Indiana than for any other state. In panel 1, Indiana had ten responding households, six nonresponding households, and 51 UAAs. In panel 3, Indiana had 13 responding households, no nonresponding households, and 55 UAAs. These UAA rates were by far the highest observed for any state in any panel. The UAA rate for the entire nation for panels 1 and 3 were respectively 10.5 and 11.0 percent. For Indiana alone the rates were respectively 76.1 and 80.9 percent.

The data were examined after removing all data from Indiana, Missouri, Kansas, Nebraska, Louisiana, Arkansas, Hawaii, Oregon, Washington, and Alaska, and ZIP Codes 39301 to 39648, 60202 to 60490, and 95608 to 95833. Chi square analysis revealed that the UAA rate differed among the six panels, even with these areas excluded (chi square = 10.13, df = 5,  $p < 0.073$ ). Further tests revealed that this effect was entirely attributable to panel 2. The UAA rate for panel 2 was significantly lower than the rate for all the other panels (chi square = 7.62, df = 1,  $p < 0.006$ ). No such significant effect was found for any other panel. Thus, even without the ten problematic states and the three problematic ZIP Code areas, the UAA rate for panel 2 was significantly depressed. This finding suggests that problems may still exist with the mailout for panel 2, even after the problematic states and ZIP Code areas are eliminated.

Based on these findings, the Census Bureau decided that two sets of analyses would be completed. **Method 1** involved analyzing data for only four of the six panels; panel 2 is excluded because of the mailout problems, and panel 5, the other IVR panel, is also excluded to maintain a balanced, factorial design. All households in the remaining four panels were included in this analysis. The problem for Indiana in panels 1 and 3 is ignored. Inasmuch as the Indiana problem involves UAA rates, not nonresponse rates, the impact of the problem on the

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response rates should be relatively minor.

**Method 2** involved analyzing the data from all six panels. However, households from the ten problematic states and the three problematic ZIP Code ranges are excluded

from the analyses. The assumption underlying this analysis is that data errors are eliminated by excluding these households. That assumption may not be correct; the depressed UAA rate for panel 2 suggests that problems may still exist even when the ten states and

three ZIP Code areas are eliminated. These analyses do not involve a truly national sample, since so much of the country is excluded from the sample. Thus, these results should not be generalized to the entire nation.

## 4. Major Findings

As noted in Section 3, several technical problems created limitations in the way the RMIE could be analyzed and interpreted. As a result, a decision was made to analyze the data in two different ways.

One of the two approaches, **Method 1**, restricted the usable data to only that collected by the CATI or Internet modes. In contrast, analyses completed using **Method 2** allows all three response modes to be compared, though not for a sample that can be generalized to the entire nation. As the response mode is a critical component of the RMIE the results of this sub-national analysis are presented in this report. The interested reader can review the analyses completed using **Method 1** in the report entitled, Response Mode and Incentive Experiment for Census 2000 (Westat, 2002).

Throughout this section two different response rates will be discussed. These two rates are computed as follows:

- The first computation considers all responses, regardless of the response mode. This includes responses using the paper form and any responses using the Internet or CATI. The response rates calculated this way are called the Overall Response Rates (ORR).
- The second computation considers only the alternative computer-mediated response modes that were offered in the mailings to the respective panels. Thus, the response rates for panels 1 and 4 include only those cases

that responded via CATI. Similarly, the response rates for panels 3 and 6 include only those cases that responded via the Internet. The response rates calculated in this manner are called the Assigned Mode Response Rates (AMRR).

With either method, households were considered nonrespondents if they failed to respond at all, or if they provided data with too many omissions to meet the Census 2000 criteria for a complete response.

### 4.1 Effect of the incentive on response rates – initial mailout component

#### 4.1.1 Overall Response Rates

The ORR of the no-incentive panels (72.55 percent) and the incentive panels (71.01 percent) were not

significantly different (chi square = 2.49, df = 1, not significant (n.s.)).<sup>3</sup>

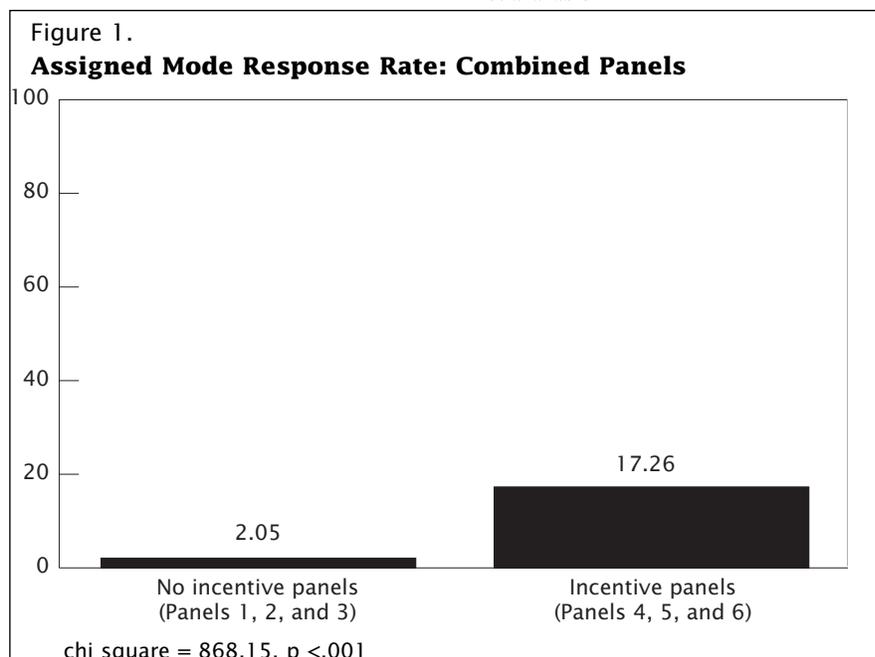
A logistic regression analysis was carried out to reveal any significant interactions between the incentive and the two other factors—response mode and coverage area. The results showed that the incentive factor did not attain statistical significance either by itself or in any interaction with the other factors.

#### 4.1.2 Assigned mode response rate

Figure 1 reveals that the incentive was associated with a large increase in the AMRR.

A logistic regression analysis revealed a significant ( $p < .001$ )

<sup>3</sup> At the time this report was prepared, detailed response rate data for the high coverage and low coverage areas were not available.



interaction between the incentive factor and the response mode factor. The difference between the incentive and no-incentive conditions was greater for the IVR and CATI response modes than it was for the Internet response mode.

Chi square analyses were carried out to illustrate the manner in which the incentive affected the AMRR. The results show that the AMRR in the incentive households were significantly ( $p < .001$ ) higher than those in the no-incentive households, regardless of whether the households were in the CATI, IVR, or Internet response mode conditions. The AMRR increased from 1.4 to 17.9 percent for CATI; from 0.8 to 18.0 for the IVR, and from 4.0 to 15.9 for the Internet. Based on the logistic regression, this difference between the incentive and no incentive condition was larger for the CATI and IVR conditions than it was for the Internet condition.

The logistic regression also revealed a significant interaction between the incentive factor and the coverage area factor. The difference between the incentive and no-incentive conditions was greater in the high coverage area than in the low coverage area. However, the incentive increased the AMRR, regardless of whether the households were in the high or low coverage area (from 2.1 to 19.2 percent for the HCA and from 1.7 to 9.8 for the LCA).

#### *4.1.3 Summary of results for the effect of the incentive*

The effect of the incentive in the analyses involving all six panels and a sub-national sample can be summarized as follows:

- The incentive offered to the households for responding via an alternative, computer-

mediated response mode had no significant effects on the ORR.

- The incentive increased the likelihood that the households would choose the alternative response mode.
- The incentive increased the AMRR most for the IVR and CATI response modes, and least for the Internet response mode.
- The incentive increased the AMRR more for the high coverage area than for the low coverage area.

One finding regarding the choice of incentive is of interest as well. Although the incentive increased reporting via the alternative modes, a large number of respondents never (or least not within seven months) used the calling card once it was activated. Of the 862 cards that were activated and for which data were available, a third had not been used. An additional 38 percent had been partially used, and about 28 percent had been fully used.

## **4.2 Effect of the response mode on response rates**

### *4.2.1 Overall response rates*

The ORR for the CATI panels (72.33 percent), IVR panels (70.67 percent) and Internet panels (72.35 percent) were not significantly different (chi square = 4.32,  $df = 2$ , n.s.).

The logistic regression analysis described in Section 4.1.1 also showed a significant interaction between the response mode factor and the coverage area factor. Respondents in the high coverage area were more likely to use CATI than the Internet. Chi square analyses were run to further illustrate the relationship between the response mode factor and the cov-

erage area factor. The results suggested that the overall response rates differed among the three response mode conditions in the high coverage area (chi square = 7.05,  $df = 2$ ,  $p < .03$ ) but not in the low coverage area (chi square = 2.30,  $df = 2$ , n.s.). For high coverage area households, the overall response rate was lower in the IVR condition (73.6 percent) than in either the CATI condition (76.2 percent, chi square = 6.23,  $df = 1$ ,  $p < .02$ ), or the Internet condition (75.4 percent, chi square = 3.21,  $df = 1$ ,  $p < .08$ ). No significant difference was found in the high coverage area households between the overall response rates in the CATI and Internet conditions (76.2 percent and 75.4 percent respectively, chi square = 0.64,  $df = 1$ , n.s.).

A logistic regression analysis was run that included the CATI no-incentive panel, the IVR no-incentive panel, the Internet no-incentive panel, and the CCG. The outcome variable was a response indicator. The predictor variables were the response mode, the coverage area, and all of the interaction terms. None of the interaction terms was statistically significant.

To further illustrate the pattern across response modes, chi square analyses compared the overall response rates of the CCG (71.1 percent) with those of the CATI no-incentive (72.33 percent), IVR no-incentive (70.67 percent), and Internet no-incentive (72.35 percent) panels. The overall response rate of the CCG was lower than that of the CATI no-incentive panel (chi square = 2.89,  $df = 1$ ,  $p < .09$ ), and the Internet no-incentive panel (chi square = 4.29,  $p < .04$ ). The overall response rates of the CCG and the IVR no-incentive panel did not differ (chi square = 0.26,  $df = 1$ , n.s.).

#### 4.2.2 Effect of the response mode on the assigned mode response rate

A three by two chi square test compared the AMRR of the CATI panels (9.65 percent), IVR panels (9.30 percent) and Internet panels (10.0 percent). The differences were not significantly different (chi square = 1.53, df = 2, n.s.).

As noted in Section 4.1.2, a logistic regression analysis revealed a significant interaction between the incentive factor and the response mode factor. This interaction suggests that the incentive increased the AMRR in the CATI and IVR conditions more than in the Internet condition. The results of a chi square analysis suggest that in the no-incentive condition, the Internet panel had the greatest AMRR (versus the CATI panel, chi square = 27.09, df = 1,  $p < .001$ ; versus the IVR panel, chi square = 61.01, df = 1,  $p < .001$ ). The AMRR of the CATI and IVR Questionnaire panels did not differ (chi square = 2.64, df = 1, n.s.).

For the incentive condition, Internet panel had the lowest AMRR (versus the CATI panel, chi square = 4.77,  $p < .03$ ; versus the IVR Questionnaire panel, chi square = 2.98,  $p < .09$ ). Again the AMRR of the CATI and IVR panels did not differ (chi square = 0.00, df = 1, n.s.).

#### 4.2.3 Summary of results for the effect of the response mode

The effect of the response mode in the analyses involving all six panels and a sub-national sample can be summarized as follows:

- The ORR did not differ across the CATI, IVR, and Internet conditions.
- In the high coverage area, the ORR in the IVR condition was

lower than that for the CATI or Internet conditions.

- The CATI no-incentive and the Internet no-incentive panels had a higher ORR than the CCG.
- The CCG's ORR was not significantly different from that of the IVR no-incentive panel.
- In the no-incentive condition, the Internet panel had the greatest AMRR.
- In the incentive condition, the Internet panel had the lowest AMRR.

#### 4.3 Item nonresponse rates by mode of response

The highest item nonresponse rates occurred when the data were collected using the IVR Questionnaire, up to 11.8 percent for the race of Person 1 in the household, and nearly that high for age and date of birth (10.0 percent and 10.5 percent respectively). Much lower rates occurred when the data were collected by the other modes. Among the other modes, the mail had the highest item nonresponse rate, with the Internet and CATI having the lowest rates.

The amount of missing data for the IVR Questionnaire has important implications for the feasibility of this mode for the decennial census. A large proportion of the missing data was due to IVR respondents hanging up the telephone before the end of the interview. Most of these hang-ups occurred early in the interview. Some comments from respondents indicated impatience with the pace of the interview. This reaction may have been exacerbated by the type of information that was collected at the beginning of the interview, when the respondents were asked to enter their 22-digit identification

numbers and telephone numbers with touch-tone buttons, and to say and spell the names of everyone in the household. These tasks, along with the speed with which the questions were administered, may have played a role in the respondents' decision to terminate the interview prematurely.

Some of the missing data in the IVR mode may be attributable to problems respondents encountered providing data within the time constraints allotted by the computer program. The system was programmed to repeat the question when it encountered two seconds of silence. Even given this repetition, respondents sometimes could not report the information for some items. Future IVR questionnaires may need to give the respondents more time to begin answering before it repeats the question. A longer wait time has relatively little cost (e.g., it does not increase the length of time to fill out the questionnaire for those that provide answers right away) and could result in capturing data from some of the respondents who, for whatever reason, could not initiate their answers within two seconds.

#### 4.4 Results from the Interactive Voice Recognition (IVR) Questionnaire Satisfaction Survey

Briefly, the results from the IVR Questionnaire Satisfaction Survey indicate the following:

- Hispanic respondents tended to spend more time per item than others. Respondents from households with more than one Hispanic member tended to have relatively long calls and found the questionnaire more confusing.

- Female respondents tended to give the system higher overall satisfaction ratings.
- Older respondents tended to give the system higher overall satisfaction ratings and to find that the IVR Questionnaire afforded the appropriate amount of time to answer.
- White respondents tended not to find the IVR Questionnaire confusing, and to spend less time answering the individual items. Black respondents tended to give the system higher overall satisfaction ratings. However, respondents who identified themselves with a race other than white or black tended to find the IVR Questionnaire to be confusing. Racial complexity of the household also affected how respondents rated the IVR Questionnaire. Respondents in mixed race households tended to find the IVR Questionnaire confusing and to have longer calls.

#### 4.5 Results from the nonresponse component of the Response Mode and Incentive Experiment (RMIE)

As described earlier, the nonresponse component of the RMIE involved assigning the CCG nonrespondents to one of six treatment groups parallel to the six panels included in the main RMIE (refer back to Appendix A). This nonresponse study was not conducted as a means to test the utility of including nonresponse conversion incentives for the 2010 census. Rather, the goal was to test the effect of an incentive and alternative response modes as a means to improve response from groups who are traditionally difficult to enumerate.

Table 1.  
**Mode Specific Response Rates, Sample Sizes,<sup>1</sup> and Response Rate Differences Among Modes and Across Incentive Groups**

Mode	Mode specific response rate	Difference**
CATI .....	7.8% (1656)	*2.9%
IVR .....	4.8% (1555)	
CATI .....	7.8% (1656)	*4.1%
Internet .....	3.7% (1717)	
IVR .....	4.8% (1555)	1.2%
Internet .....	3.7% (1717)	

<sup>1</sup>Undeliverables and late mail returns are excluded from this analysis.  
\* Statistically significant when the familywise error rate is controlled using Bonferroni at  $\alpha=.1$  for all comparisons.  
\*\* Note that the numbers in the difference column may be slightly different from the computations using the rates presented due to rounding error.

Table 2.  
**Mode Specific Response Rates, Sample Sizes,<sup>1</sup> and Pairwise Differences Between Incentive and No Incentive Groups Within and Across Response Modes**

Mode	Mode specific response rate		Difference
	Incentive	No incentive	
CATI .....	8.8% (875)	6.7% (781)	2.1%
IVR .....	6.4% (753)	3.4% (802)	*3.0%
Internet .....	3.9% (867)	3.4% (850)	.5%
Total .....	6.4%	4.5%	*1.9%

<sup>1</sup>Undeliverables and late mail returns are excluded from this analysis.  
\* Indicates statistical significance when  $\alpha=.1$ .

With regard to the effect of the alternative modes on response, the study found that CATI consistently elicited the highest response rate (see Table 1). The IVR does not gain higher response than the Internet. There is some evidence to suggest that these findings may be due to difficulties in using the IVR system. Feedback from census IVR Questionnaire testers revealed that the system was somewhat difficult to use. Moreover, the level of response does not differ between CATI and IVR when calls and

rollovers to CATI are permitted from households assigned to IVR, suggesting that usability issues rather than mode preference are responsible for the IVR and CATI difference.

In order to assess the effect of the incentive within and across response modes, response rates in Table 2 were computed for each experimental treatment along with pairwise differences between the incentive and non-incentive groups within and across each response mode.

Table 3.

**Logistic Regression Coefficients Predicting the Log Odds of Responding to the Census Through the Assigned Mode**

Predictor variables	Simple model	Incentive-Strata Interaction model
<b>Mode:</b>		
Internet = 1 .....	*-.302	.012
CATI = 1 .....	*.496	*.717
IVR = 1 .....	-	-
<b>Incentive:</b>		
Incentive = 1 .....	*.374	*.888
<b>Census Area (strata):</b>		
High Coverage Area = 1 .....	*.567	*.725
<b>Interactions:</b>		
CATI * Incentive .....		-.365
Internet* Incentive .....		*-.534
Incentive *Strata .....		-.253
Intercept .....	-3.616	-3.934

\* Indicates statistical significance when  $\alpha = .1$ 

Table 4.

**Logistic Regression Coefficients Predicting the Log Odds of Receiving the Incentive Among Respondents**

Factor	Model
Age of Person 1 .....	-.015*
Person 1 Black = 1 .....	.239
Person 1 Hispanic = 1 .....	-.030
Renter-occupied Household = 1 .....	.188
High Coverage Area = 1 .....	-.067
Female = 1 .....	.031
Household Size .....	-.091
Intercept .....	-.043

\* Indicates statistical significance when  $\alpha = .1$ 

Results in Table 2 show that the incentive increases mode specific response compared to no incentive when rates are computed across response modes. The incentive effect is not significant within CATI and Internet, but is significant in the IVR.

Table 3 presents logistic regression coefficients when the mode specific response rate is regressed on the experimental treatments as well as some control variables. The Simple Model investigates the effect of the incentive on response while controlling for strata (as a proxy for socioeconomic status) under the assumption that the

effect is consistent within each response mode. The interaction model reveals whether the incentive effect differs based on the stratum to which it is administered.

Tests of parameter estimates in the Simple Model confirm that CATI obtains higher response than the Internet and IVR while controlling for the incentive treatment, and that the incentive effect holds while simultaneously controlling for response mode and stratum.

The Interaction Model in Table 3 helps to determine if the incentive is more effective in increasing

response in low coverage areas (high Black and Hispanic and renter concentration) compared to high coverage areas. The test of this interaction (Incentive\*High Coverage Area = -.253) indicates that the effect of the incentive on response is not significantly different between high and low coverage areas. This finding contradicts past literature that showed a more pronounced incentive effect among lower socio-economic populations compared to other populations (Kulka, 1994; Singer, 2002). There are at least two possible reasons for this discrepancy. First, strata, while a good indicator of census response, is based on 1990 tract level data and may not be a suitable proxy variable for socio-economic status. Secondly, legality and sponsorship differences between the U.S. decennial census and surveys may explain this discrepancy. Certain people, such as illegal immigrants and fugitives, may deliberately avoid the census. If low coverage areas contain a higher concentration of these people than high coverage areas, it is possible that these results reflect that fact that the incentive does not increase response from those who are intentionally avoiding the census.

Finally, logistic regression coefficients in Table 4 allow an assessment of the effect of the incentive on the demographics of respondents. Specifically, this regression model includes all respondents, regardless of their experimental panel assignment, in an attempt to determine which factors are associated with households that performed the prescribed behavior to receive the incentive.

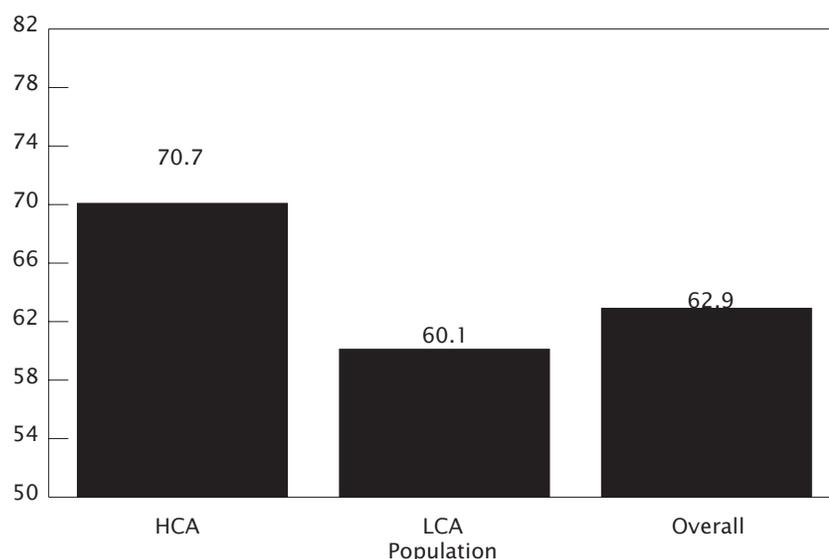
The model suggests that Person 1 in households receiving the

Table 5.  
**Overall Response Rates, Sample Sizes, and Pairwise Differences Between Incentive and No Incentive Groups Within and Across Response Modes**

Mode	Mode specific response rate		Difference
	Incentive	No incentive	
CATI .....	14.4% (875)	14.5% (781)	-.1%
IVR .....	15.2% (753)	11.9% (802)	3.3%*
Internet.....	11.9% (867)	13.2% (850)	-1.3%
Total .....	13.8%	13.2%	.6%

\* Indicates statistical significance when  $\alpha=1$ .

Figure 2.  
**Internet Access Rates Among Mail Respondents by Coverage Area (Percent)**



incentive due to alternative response mode participation tends to be younger than Person 1 in households not receiving the incentive. This finding may suggest that the incentive is more attractive to younger persons. Conversely, since the incentive was only activated for those who tried a new response mode, perhaps younger people are more likely to use new technology. It is impossible to control for the effects of mode in this study given that an alternative mode response was

required in order for a household to receive the incentive. However, an age comparison of mail and electronic mode respondents reveals that mail respondents are on average older (50.4) than electronic mode respondents (42.1), suggesting that the proposed incentive effect on younger people may be due to more willingness to try a new mode. Otherwise, while controlling for age, sex, and household size there is no evidence to suggest that incentives

disproportionately recruit non-whites or renters.

In Table 2, the increase in mode specific response due to the incentive is significant when the three response modes are combined, yet the effect of the incentive is insignificant when overall response to the second mailing is considered (see Table 5). This finding suggests that the incentive redirects response to alternative modes, but does not encourage response from those with no intention of responding.

#### 4.6 Results from the Internet Usage Survey

Of the respondents contacted for this study, 8.2 percent (6.8 percent in HCA, 8.6 percent in LCA) did not understand or have any knowledge of the concept of the Internet. Interviews with these respondents were terminated as soon as this lack of understanding was revealed since the remaining survey questions probe for reasons the Internet was not used.

Somewhat surprisingly, 62.9 percent of respondents had Internet access at one or more locations even though they responded to the census by mail or phone when given the option of providing census data via the Internet (see Figure 2). After this information was gathered, interviews with respondents who did not have Internet access were terminated.

Table 6 provides the percentage of respondents in each stratum and the full sample who had Internet access at various locations.

A large number of respondents were unaware that the option of replying to the census by the Internet was available. Nearly half (48.2 percent) of respondents who received the calling card as an

Table 6.  
**Internet Access Rates by Location**

Access to Internet at:	Coverage area		Overall
	High	Low	
Home .....	47.0	26.1	31.6
Work .....	34.9	31.9	32.7
School .....	16.9	16.7	16.7
Library .....	46.5	46.4	46.4
Family/Friends .....	16.2	14.5	15.0
Other* .....	2.2	3.6	3.3
Any above source .....	70.7	60.1	62.9

\* Other sources include: wherever I go/everywhere, church, neighbors, local businesses/cafes.

Table 7.  
**Reasons Respondents Did Not Use the Internet by Coverage Area**

Reasons for not using the Internet	Coverage area		Overall
	High	Low	
Easier/Convenient/Prefer Paper .....	38.8	33.3	35.0
Other* .....	17.2	23.1	21.3
Dont have access to a computer .....	12.4	12.8	12.7
Dont have enough Internet experience .....	18.0	10.3	12.5
Concerned about privacy of answers .....	10.0	12.8	12.0
Have access to a computer but no Internet ..	4.4	7.7	6.7
Computer at other location .....	4.4	5.1	4.9
Dont think the Internet is accurate .....	0.0	5.1	3.6
Dont like the Internet .....	1.4	0.0	0.4

\* Other reasons include: computer problems, respondent thought form had to be mailed, respondent did not think about it/realized too late.

Table 8.  
**Percentage of Respondents Not Aware of/Not Offered the Incentive Who Would Use the Internet by Incentive Amount**

Amount of incentive	Coverage		Overall
	High	Low	
60 minute calling card .....	10.2	8.7	9.2
90 minute calling card .....	7.1	14.3	11.9

incentive to use the Internet were unaware of the Internet option, despite the colorful brochure printed on heavy stock paper included in their questionnaire package containing the calling card as well as an announcement of Internet availability. Over half (54.9 percent) of non-incentive respondents reported that they did not know they could have used the Internet to respond.

Table 7 provides data on the reasons respondents with Internet access gave for completing the paper census form rather than the Internet version.

Of those who received the incentive in the initial mailing, 57.3 percent claimed that they were unaware of the offer to receive a free calling card. When those who were unaware of the incentive offer or did not receive the offer were asked if they would use the Internet if they were given a 30-minute calling card to do so, 41.2 percent indicated that they would. Those who continued to decline the Internet option were asked if they would use the Internet if the value of the calling card was doubled or tripled. Table 8 summarizes the findings from these questions.

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# 5. Recommendations

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## 5.1 Recommendations based on the Response Mode and Incentive Experiment

The results of the RMIE can help guide future use of computer-mediated response modes and incentives in the decennial census. The results address the questions:

- Can offering alternate, computer-mediated response modes increase overall response rates?
- Do respondents using alternate, computer-mediated response modes tend to provide good quality data?
- Are the costs involved in offering alternative response modes commensurate with any advantages they offer?

**Overall response rates did increase when respondents were offered the CATI and Internet alternative modes, as compared with the control group.** The increase in overall response rates was small and occurred only when the respondents were not offered an incentive. When an incentive was offered, overall response rates went down slightly, to about the same level as that of the control group. These alternative response modes also seemed to reduce the amount of missing data for particular items; that is, the item nonresponse rates tended to be higher for mail questionnaires as compared with CATI and Internet questionnaires.

**The major drawback to the CATI mode is its cost.** CATI

involves a number of expenses that the other modes do not require, such as the costs associated with the interviewers, CATI equipment and software, and the 800 telephone line. The interviewer costs are increased by the time that they must spend unoccupied, waiting for calls. However, CATI also involves some cost savings within the context of a large-scale census data collection effort. CATI data collection saves the costs for return postage and data capture associated with mail surveys. Also, CATI did seem to improve some aspects of data quality; CATI did have less missing data than the mail survey on certain items. However, this difference was not extremely large and probably does not justify the increase in costs that this mode would likely involve.

It is difficult to assess these trade-offs precisely. However, it is likely that CATI poses a significant increase in cost relative to the current census procedures, unless these costs can be offset by a large increase in the response rate. The RMIE results suggest that offering a CATI response mode alternative does not bring about such a large increase in the response rate.

**Like CATI, the Internet mode yielded relatively high data quality. There was also a relatively low rate of missing data on key items.** When an incentive and insert were not included, the response rate was approximately one to two percentage points higher than that of the CCG. Relative to the census mail procedure, the

costs of fielding a web survey are likely to be relatively modest. The primary additional cost associated with the Internet, relative to mail, involves the development and maintenance of the software and hardware. However, this cost is fixed and does not increase as more data are collected. Web surveys also have lower postage and processing costs than mail surveys do. Data quality could be improved further with the introduction of automated edits.

Based on conservative assumptions and the data from RMIE, one might save between one and six million dollars in postage costs alone if between three percent and 15 percent of the sample uses the web rather than the mail survey. This estimate assumes that the postage to mail back the short form is 37 cents and 110 million households must be enumerated (3 percent x 110 million households x 37 cents postage = \$1.2 million; 15 percent x 110 million households x 37 cents = \$6.1 million). This savings would more than offset the costs required to design, develop and maintain the web survey. Of course, the web survey would also produce savings related to reduced processing (receipt and scanning). Given this crude calculation, it is anticipated that the Internet would be cost-effective even if a relatively small proportion of respondents used it. Offering a web survey would also provide additional cost savings if it increased the overall response rate, as it did in RMIE, as fewer followup field interviews would be required.

The implications of this experiment for the use of the IVR Questionnaire are complex. Data quality was the lowest for this response mode, both in terms of response rate and missing data items. Much of these missing data were due to individuals hanging up relatively early during the interview. With respect to costs, the IVR system has fixed costs related to purchasing the hardware, developing the software and maintaining the data collection site. There are other costs if operator assistance is provided for those individuals who cannot complete the questionnaire using the IVR system. There are also additional data-processing costs because of the need to transcribe information that the speech recognizer could not code. Therefore, an IVR Questionnaire is more costly than an Internet survey. It is unclear how IVR costs compare to those of CATI or mail questionnaires. An additional issue is whether (and how) to inform respondents that they would be providing their data to a computer. The RMIE mailings did not notify IVR households that the telephone number was for an IVR Questionnaire. Some of the negative reaction to the IVR Questionnaire may have been avoided if respondents made the call with the expectation that they would be interacting with an automated system.

Another concern revolves around the design of the IVR interview. Several tasks were difficult to complete or took more time than desired with the IVR Questionnaire. This likely affected the quality of the data with this mode. Issues that may have led to problems include: (1) entering a 22-digit ID, (2) reporting and spelling out the names of all persons in the household and (3) reporting race using

information printed on the paper questionnaire.

Some of these issues were a function of the special nature of this experiment within Census 2000. For example, shortening the ID may be possible if a crosswalk could be developed between the full 22-digit census number and a shorter number that would be easier to enter. Also, the IVR Questionnaire may become easier to use as the technology of speech recognition becomes more sophisticated. For example, the IVR Questionnaire did not rely on recognizing the responses to every question. The responses to the questions on race and certain other topics were recorded and later transcribed. Improved capabilities to recognize speech, especially words embedded within a sentence (e.g., reports of multiple races), would allow for easier interaction between the respondent and the computer.

**The RMIE results show that the inclusion of a calling card with an insert was extremely effective in promoting the use of the alternative response mode.** Comparisons between the incentive and no-incentive conditions reveal that the incentive was associated with three to four-fold increases in the rate of using the alternative mode.

At least some portion of this effect is probably attributable to the insert, which drew the respondents' attention to the availability of the alternative mode. The non-incentive condition relied solely on the census cover letter to inform respondents about the availability of the computer-mediated mode. Many respondents in the no-incentive panels probably did not read the letter. The insert, by contrast, prominently called the

respondents' attention to the computer-mediated alternative mode. The insert and calling card may account for some of the effects observed in the incentive condition.

However, this increase seemed to come at some cost to the overall response rate with one to two percent *fewer* people responding when an incentive was offered. In both the CATI and Internet conditions, the overall response rates, once factoring in the mail responses, were lower in the incentive panels than in the no-incentive panels. This reduction may be due to the fact that the calling card incentive makes the response task more complicated. If the alternative modes are not available at the time the respondent tries to use them, the respondent may not follow up in all cases to complete the questionnaire at a later time. The one advantage of a mail questionnaire is that it can be filled out the moment the package arrives. Completing a CATI questionnaire requires the use of a telephone and the availability of a CATI operator. A web survey requires access to a computer that has Internet access. If these are not available at the time the respondent attempts to fill out the questionnaire, then some persons may simply never respond.

This result may also be indicative of a relatively weak effect of the calling card as an incentive. In fact, many respondents whose calling cards were activated never used them, suggesting that the calling card may not have been a universally powerful incentive.

**With respect to the nonresponse component of the RMIE, an examination of the response mode alternatives reveals that CATI obtains the highest level**

---

**of response compared to IVR and the Internet.** However, it should not be inferred that the people prefer CATI over the Internet for data collection. Internet accessibility limitations among the population in this non-response component confound the response rate comparisons among the modes. As Internet access continues to span the United States population, experiments testing the feasibility of this method for census data collection should continue to be tested.

**Consistent with past findings, the use of an incentive in this nonresponse component increases response to the alternative modes; however, the effects disappear when total response to the second mailing is examined.** Therefore, the incentive in this experiment is successful in transferring response that would have otherwise been obtained by mail to a different mode, but not in recruiting households who would otherwise not respond.

**In contrast to past incentive literature, there is no evidence of increased incentive effects within areas of low census coverage (with high proportions of non-whites and renter units) compared to high coverage areas, which may be due to the fact that coverage area is not a good proxy for socio-economic status.** Moreover, there is no evidence that incentives are more powerful at increasing response in the absence of an interviewer as a motivator. It is possible that IVR difficulties as well as Internet accessibility issues confound the incentive effect within each mode. Moreover, the interviewer was only a motivating source in keeping the respondent from discontinuing the interview, since the initial contact

was respondent-initiated. Perhaps incentives would prove to be most effective in the self-administered modes if the cases assigned to the CATI mode were contacted directly by the interviewer as in a traditional survey setting.

**Comparisons of respondent demographics reveal that the incentive seems to attract younger respondents; however, this finding is confounded with the influence of the alternative response mode options.** There is some evidence to suggest that younger persons may be influenced by the chance to use a new mode.

## 5.2 Recommendations for future research

Given the success of the insert and incentive to promote the use of an alternative mode to respond to the census, this option should be considered in future research. This research should carefully consider both the role the insert and incentive separately play in the respondent's decision to participate. It would be useful to better understand the relative effects of the calling card incentive and the insert on the respondents' decision to use the alternative response modes. The use of just an insert, without any incentive, has a number of economical and logistical advantages for the census. Research is needed into the best ways to present the alternatives through either the letter or an insert.

**As many respondents interviewed as part of the IUS reported that they were unaware that either an alternative response mode or an incentive was offered, future research should also be directed at how best to convey this information to respondents.** It

is possible that when the package of materials arrives at the household, one person opens the package, saves what appears to be necessary (the actual form and the return envelope) and throws the rest away. Then, when a member of the household is actually ready to complete the census form he/she no longer has the information explaining these aspects of the data collection process. Perhaps finding a way to provide this information directly on the paper form would further increase the percent of respondents who provide their data through some alternative response mode.

There is also some indication that the calling card incentive may not have been a particularly effective motivator. Only 28 percent of respondents fully used the calling card and a third of respondents never used their cards at all.

**While the calling card has the advantage of being usable anywhere in the country (which store gift certificates, for example, would not be), future research should investigate other types of incentives that might be valued by a greater percentage of respondents.**

The incentive and alternative response modes were not effective tools for increasing response among typical census nonrespondents as evidenced by the results of the nonresponse component of the RMIE. The incentive, while somewhat effective in directing response to a particular mode, has no overall effect on total response to the census. Moreover, the response mode comparisons in this study are confounded due to Internet access limitations as well as IVR system technology limitations. Therefore, further testing is needed prior to the 2010 census. Obviously we are likely to see

increased access to the Internet in the years to come. With increased access may come an increased acceptance of the use of the Internet for collecting important information such as that collected in the census. Similarly, it is likely that enhancements will continue to be made in the speech recognition software used in the IVR Questionnaire. Future research should continue to monitor the progress of this software. A more

“user-friendly” system might increase response rates for this mode as well as reduce the amount of missing data that occurred in this mode.

Finally, future research should seek to gain a more detailed understanding of the costs associated with providing each of the alternative response modes. This knowledge would further inform the decision to provide these alterna-

tive modes in the future. In addition, such information would allow researchers to understand the true “cost” of providing an incentive in the census. If the costs associated with mailouts and data processing could be sufficiently reduced by offering an incentive for respondents to provide their data through an alternative response mode, then an incentive might pay for itself.

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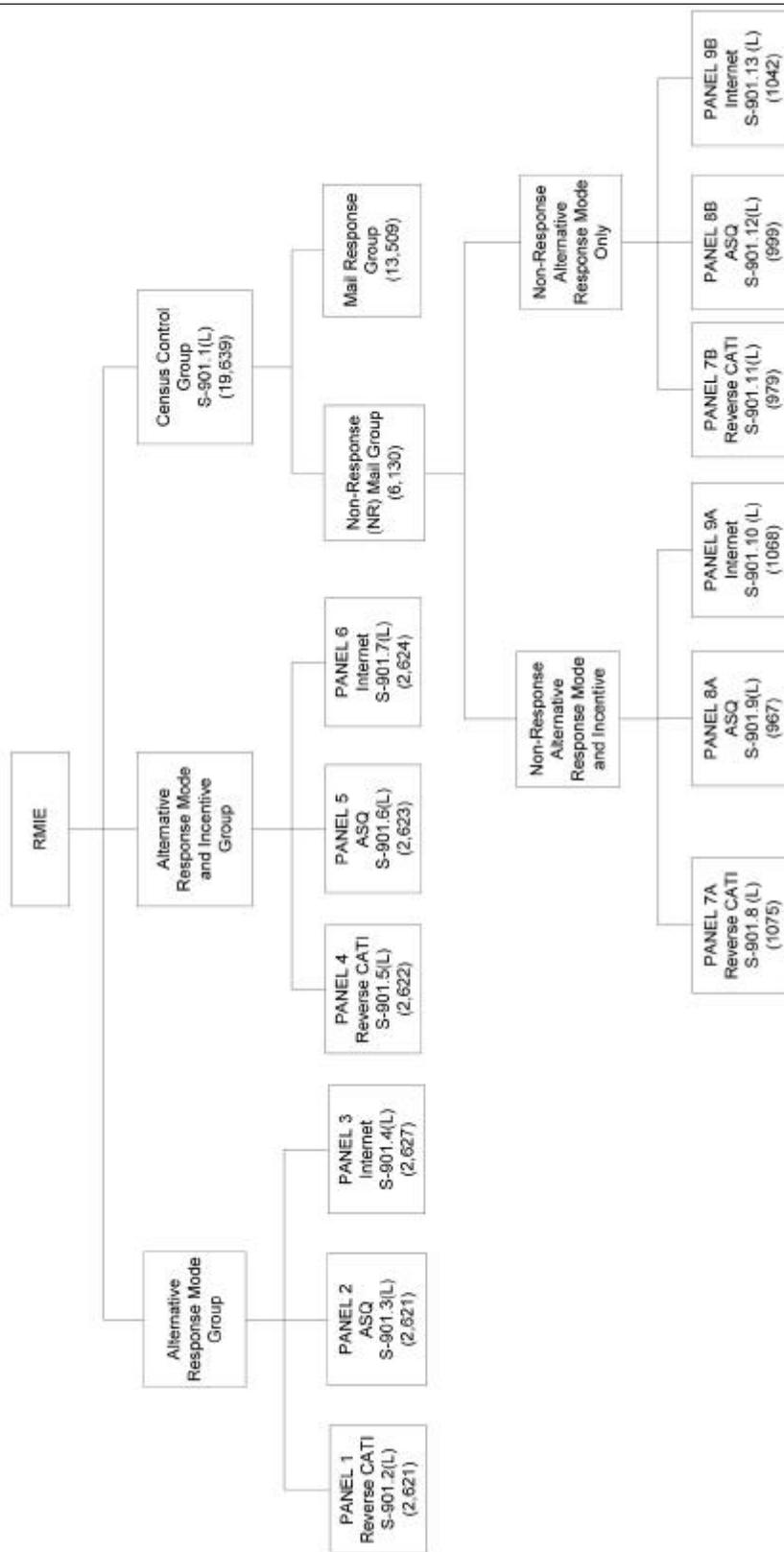
## References

- Kulka, R. A. (1994) "*The Use of Incentives to Survey Hard-to-Reach Respondents: A Brief Review of Empirical Research and Current Practice*," Paper from seminar, "New Directions in Statistical Methodology," COPAFS, Bethesda, MD, May 25 - 26.
- Malakhoff, L. and D. Sanders (2000) *Program Master Plan for the Response Mode and Incentive Experiment*. Report prepared for the Research and Experimentation Program Steering Committee of the U.S. Census Bureau.
- Singer, E. (2002) "*The Use of Incentives to Reduce Nonresponse in Household Surveys*," in *Survey Nonresponse*, Robert Groves, Don Dillman, John Eltinge, and Roderick Little (editors), pp. 163 - 178.
- Westat (2002) *Response Mode and Incentive Experiment for Census 2000*. Final Report prepared for the U.S. Bureau of the Census.

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# Appendix A

Appendix A. Response Mode and Incentive Experiment Design

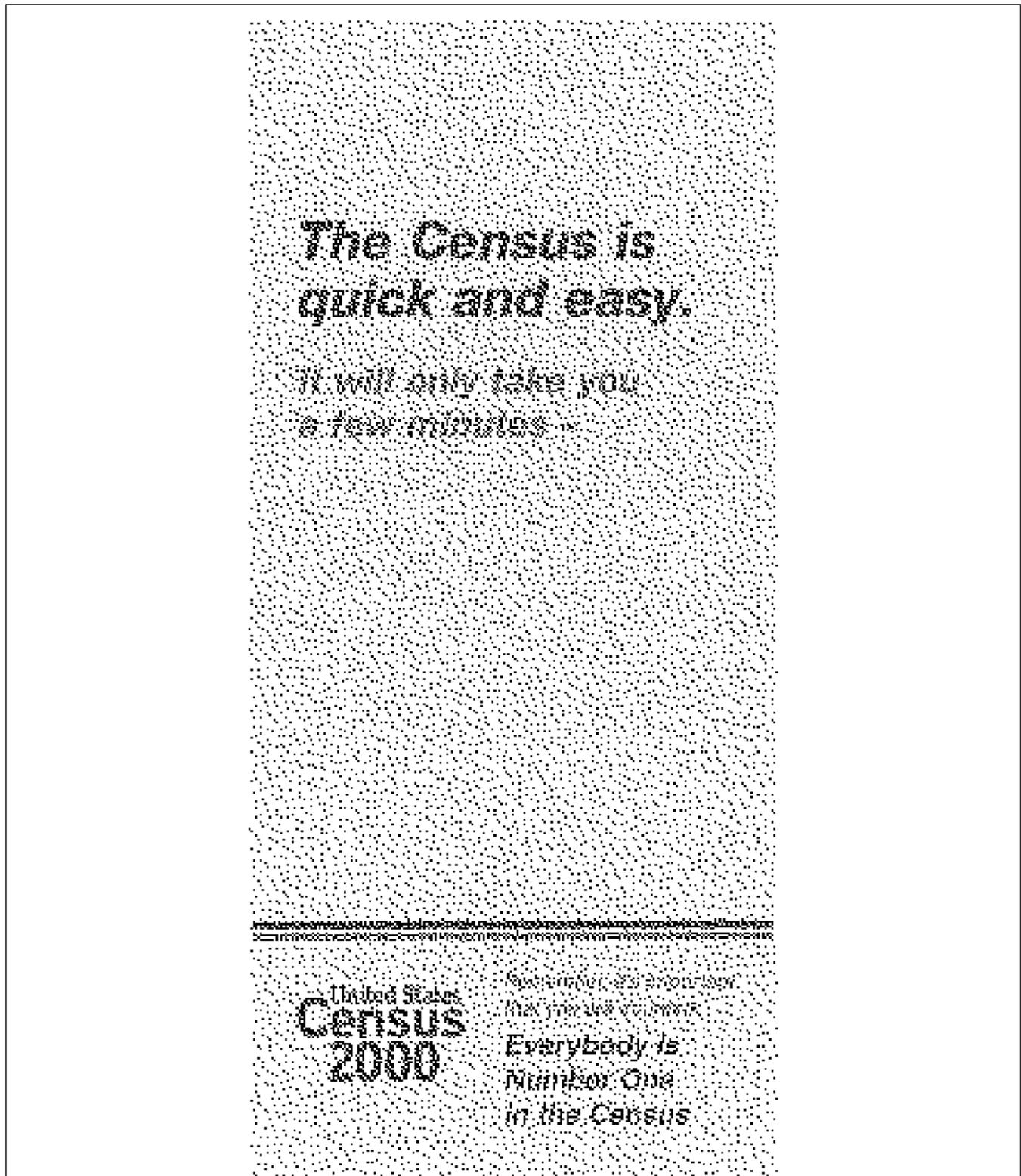


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# Appendix B

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## Inserts Included With RMIE Mailings

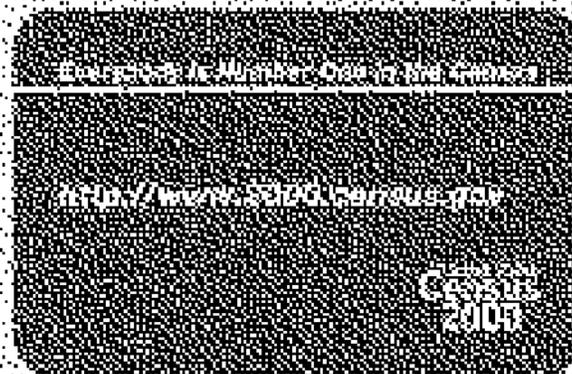


United States  
**Census  
2000** Everybody Is  
Number One  
in the Census

## Get 30 minutes of personal calls

After you complete  
your Census form over  
the Internet, you can  
use the calling card.

After you complete  
your Census form over  
the Internet, you can  
use the calling card.



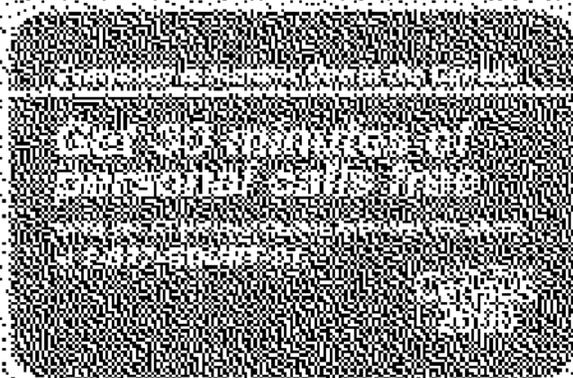
United States  
**CENSUS**  
2000

Everybody Is  
Number One  
in the Census

## Get 30 minutes of personal calls

just for  
filling out  
your Census form

After you complete  
your Census form by  
telephone, you can  
use this calling card





Everybody is  
Number One  
in the Census

## Get 30 minutes of personal calls

Free! Just call  
1-877-333-6842  
or visit  
www.census.gov

After you complete  
your Census form by  
telephone, you can  
use this calling card

to get 30 minutes of personal calls free in 2000

## Get 30 minutes of personal calls free

Just call 1-877-333-6842  
or visit www.census.gov



# Appendix C

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## Final ASQ 2000 Short Form Script

Test line: 1-877-286-3119

Revised March 7, 2000

Notes:

Panel 2 = ASQ Control Panel

Panel 5 = ASQ with calling card incentive

Panel 8A= ASQ with calling card, NRFU

Panel 8B = ASQ, no calling card, NRFU

All responses must be recorded for playback and verification and transcribed if necessary.

Feedback to the respondent is done by the recorded audio clips.

Some responses do not have to be recognized in real time. Spelled and spoken names will be processed by SpeechWorks in post-processing and ship the results back to Westat. These entries are noted by:

<record, transcribe, recognize (SpeechWorks)>

Other responses may be processed in batch mode at the end of the project to obtain information about the recognition confidence level needed for the ASQ usability analysis. These entries are noted by:

<record, transcribe, batch recognition later>

Open-ended responses from the satisfaction survey are marked with this entry:

<record, transcribe>

#####

[chime] You have reached the Census Bureau's Computerized Questionnaire.

[testing] The data you provide is not confidential and will be used for software development.

(March 13, 2000 and later) Your answers are protected by law.

(April 1, 2000 and earlier)

You will be asked to provide information about yourself and persons living in your household on April 1, 2000, including:

(April 2, 2000 and later)

You will be asked to provide information about yourself and persons who were living in your household on April 1, 2000, including:

- \* last name, first name and middle initial;
- \* sex
- \* date of birth
- \* age on April 1, 2000
- \* origin
- \* race
- \* relationship

[chime] We will record your information. When you hear this beep <tone> please speak and keep your answers brief. Please keep the form with your questionnaire ID at hand to assist you with some of the questions. We will now begin.

Do you have a telephone with number buttons, yes or no? <tone>

if silence, then

Do you have a telephone with number buttons?  
Please say yes or no AFTER the beep. <tone>

if silence, then  
transfer to CATI

Your questionnaire ID number is located above your address on the form mailed to you.

<If yes, then>

<all touchtone digits scenario>

buttons = true

ID22:

Please enter all 22 digits of your questionnaire id with the pushbutton keys on your telephone after you hear the beep.<tone2>

<accept input>

You entered \$\$\$\$ dash \$\$\$\$\$\$ dash \$\$ dash \$\$\$ dash \$\$\$ dash \$\$, Is this correct, yes or no? <tone>

If yes, then

go to VERIFY 1

---

If no, then  
    go to AGAIN

if silence, then  
    You entered \$\$\$\$\$ dash  
    \$\$\$\$\$\$\$ dash \$\$ dash \$\$\$  
    dash \$\$\$ dash \$.

Is this correct? Please say yes or no after the beep.  
<tone>

    If yes, then  
        go to VERIFY 1

    If no OR silence, then  
        go to AGAIN

<end all touchtone digits scenario>

<begin punctuated touchtone digits scenario>

ID5:  
Please enter the first five digits of your Questionnaire ID with the pushbutton keys on your telephone after you hear the beep.<tone2>

<accept input>

You entered xxxxx. Is this correct, yes or no? <tone>

    if silence, then  
        You entered xxxxx. Is this correct? Please say yes or no after the beep <tone>

        If no, then  
            go to ID5

ID7:  
Please enter the next seven digits of your questionnaire ID with the pushbutton keys on your telephone after you hear the beep. <tone2>

<accept input>

You entered xxxxxxx. Is this correct, yes or no? <tone>

    if silence, then  
        You entered xxxxxxx. Is this correct? Please say yes or no after the beep <tone>

        If no then go to ID7

ID2:

Please enter the next 2 digits of your questionnaire ID with the pushbutton keys on your telephone after you hear the beep. <tone2>

<accept input>

You entered xx. Is this correct, yes or no? <tone>

    if silence, then  
        You entered xx. Is this correct? Please say yes or no after the beep <tone>

        If no then go to ID2

ID3: Please enter the next 3 digits of your questionnaire ID with the pushbutton keys on your telephone after you hear the beep. <tone2>

<accept input>

You entered xxx. Is this correct, yes or no? <tone>

    if silence, then  
        You entered xxx. Is this correct? Please say yes or no after the beep <tone>

        If no then go to ID3

ID32:  
Please enter the next 3 digits of your questionnaire ID with the pushbutton keys on your telephone after you hear the beep. <tone2>

<accept input>

You entered xxx. Is this correct, yes or no? <tone>

    if silence, then  
        You entered xxx. Is this correct? Please say yes or no after the beep <tone>

        If no then go to ID32

ID222:  
Please enter the last two digits of your questionnaire ID with the pushbutton keys on your telephone after you hear the beep. <tone2>

<accept input>

You entered xx. Is this correct, yes or no? <tone>

    if silence, then  
        You entered xx. Is this correct? Please say yes or no after the beep <tone>

        If no, then go to ID222

---

go to VERIFY 2  
<end punctuated touchtone digits scenario>  
<If no, then>  
<all spoken digits scenario>  
IDV22:  
Please say all 22 digits of your questionnaire ID without pausing after you hear the beep.<tone>  
<accept input>  
You said \$\$\$\$\$ dash \$\$\$\$\$\$ dash \$\$ dash \$\$\$ dash \$\$\$ dash \$\$, Is this correct, yes or no? <tone>  
If yes, then  
    go to VERIFY 1  
If no, then  
    go to AGAIN  
if silence, then  
    You entered \$\$\$\$\$ dash \$\$\$\$\$\$ dash \$\$ dash \$\$\$ dash \$\$\$ dash \$\$.  
    Is this correct? Please say yes or no after the beep. <tone>  
    If yes, then  
        go to VERIFY 1  
    If no OR silence, then  
        go to AGAIN  
<end all spoken digits scenario>  
<punctuated spoken digits scenario>  
IDV5:  
Please say the first five digits of your Questionnaire ID after you hear the beep. <tone>  
<accept input>  
You said xxxxx. Is this correct, yes or no? <tone>  
if silence, then  
    You entered xxxxx. Is this correct? Please say yes or no after the beep <tone>  
If no, then  
    go to IDV5  
IDV7:

Please say the next seven digits of your questionnaire ID after you hear the beep. <tone>  
<accept input>  
You said xxxxxxx. Is this correct, yes or no? <tone>  
if silence, then  
    You entered xxxxxxx. Is this correct? Please say yes or no after the beep <tone>  
    If no then go to IDV7  
IDV2: Please say the next 2 digits of your questionnaire ID after you hear the beep. <tone>  
<accept input>  
You said xx. Is this correct, yes or no? <tone>  
if silence, then  
    You entered xx. Is this correct? Please say yes or no after the beep <tone>  
    If no then go to IDV2  
IDV3:  
Please say the next 3 digits of your questionnaire ID after you hear the beep. <tone>  
<accept input>  
You said xxx. Is this correct, yes or no? <tone>  
if silence, then  
    You entered xxx. Is this correct? Please say yes or no after the beep <tone>  
    If no then go to IDV3  
IDV32:  
Please say the next 3 digits of your questionnaire ID after you hear the beep. <tone>  
<accept input>  
You said xxx. Is this correct, yes or no? <tone>  
if silence, then  
    You entered xxx. Is this correct? Please say yes or no after the beep <tone>  
    If no then go to IDV32  
IDV222: Please say the last two digits of your questionnaire ID after you hear the beep. <tone>  
<accept input>

---

You said xx. Is this correct, yes or no? <tone>  
if silence, then  
    You entered xx. Is this correct? Please say yes or  
no after the beep <tone>  
    If no then go to IDV222  
    go to VERIFY 2  
<end punctuated spoken digits scenario>  
:VERIFY 1  
<verify ID>  
<If no match, then>  
    The number you entered is not in our records.  
:AGAIN  
    if buttons, then  
        go to ID5  
    else  
        go to IDV5  
:VERIFY 2  
<verify ID>  
<if ID used before, then  
    if complete, then  
We see from our records that you already provided  
your Census information. We are transferring you to  
an operator who will answer your questions.  
    else  
We see from our records that you entered some infor-  
mation into this system. We are transferring you now  
to an operator who will take your information.  
    <transfer to OA>  
>  
<If no match, then>  
See bailout specification  
#####HOME\_OWNER  
[chime] We will now ask you about this property.  
Is this property owned by you or someone in this  
household free and clear, without mortgage, yes or  
no? <tone>  
if silence, then

Is this property owned by you or someone in this  
household free and clear without a mortgage? Please  
say yes or no after the beep <tone>  
<if no, then>  
Is this property owned by you or someone in this  
household with a mortgage or loan, yes or no? <tone>  
    if silence, then  
Is this property owned by you or someone in this  
household with a mortgage or loan? Please say yes or  
no after the beep. <tone>  
<if no, then>  
    Is this property rented for cash, yes or no?  
<tone>  
        if silence, then  
Is this property rented for cash? Please say yes or no  
after the beep. <tone>  
<if no, then>  
Is this property occupied without payment of cash  
rent, yes or no? <tone>  
        if silence, then  
Is this property occupied without payment of cash  
rent? Please say yes or no after the beep. <tone>  
#####NAME & TELEPHONE  
We will need your name and telephone number in case  
we need to contact you to understand or clarify an  
answer. Please say your first name after the  
beep.<tone>  
<record, transcribe, recognize (SpeechWorks)>  
if silence, then  
    Please say your first name AFTER you hear the beep.  
<tone>  
        <record, transcribe, recognize (SpeechWorks)>  
Please say your last name after the beep. <tone>  
<record, transcribe, recognize (SpeechWorks)>  
if silence, then  
    Please say your last name AFTER you hear the beep.  
<tone>  
        <record, transcribe, recognize (SpeechWorks)>  
Ok ... now

---

short = false  
silence1 = false  
Phone:  
If buttons, then  
    if not short, then  
Please enter your phone number, area code first, with  
the number buttons on your telephone now. <tone2>  
    else  
        if short or silence1, then  
Please enter all ten digits of your phone number  
AFTER you hear the beep.<tone2>  
    else  
        if not short, then  
Please say your phone number, area code first, by  
speaking one digit at a time now. <tone>  
    else  
        if short or silence1, then  
Please say all ten digits in your phone number without  
pausing AFTER you hear the beep.<tone>  
We have xxx <pause> xxx <pause> xxxx as your tele-  
phone number. Is this correct, yes or no? <tone>  
telephone = false  
if silence, then  
    silence1 = true  
go to Phone  
If no, then  
    If count(digits) < 10, then short = true  
    go to Phone  
If yes, then telephone = true  
##### NAME\_LIST  
(April 1, 2000 and earlier)  
Next, you will be asked to list any other persons living  
at this address on April 1, 2000.  
(April 2, 2000 and later)  
Next, you will be asked to list any other persons who  
lived at this address on April 1, 2000.

Certain persons will be counted at other places, so DO  
NOT INCLUDE anyone who is:  
    away at college,  
OR in a correctional facility, nursing home, or men-  
tal hospital on April 1, 2000,  
OR in the Armed Forces and living somewhere else,  
OR staying at another place most of the time.  
In addition to yourself, are there any other household  
members that need to be counted, yes or no? <tone>  
if silence, then  
In addition to yourself, are there any other household  
members that need to be counted? Please say yes or  
no after the beep. <tone>  
If yes, then  
    roster = 2  
    Please say the first name of person 2 after the beep.  
    <tone>  
    <record, transcribe, recognize (SpeechWorks)>  
    if silence, then  
        Please say the first name of person 2 AFTER you  
hear the beep. <tone>  
        <record, transcribe, recognize (SpeechWorks)>  
        Please say the last name of person 2 after the beep.  
        <tone>  
        <record, transcribe, recognize (SpeechWorks)>  
    if silence, then  
        Please say the last name of person 2 AFTER you  
hear the beep. <tone>  
        <record, transcribe, recognize (SpeechWorks)>  
Are there any other household members that need to  
be counted, yes or no? <tone>  
if silence, then  
Are there any other household members that need to  
be counted? Please say yes or no after the beep.  
<tone>  
...(repeat for all members of household)  
#####  
PERSON 1

---

#####  
[chime]  
if roster > 1, then  
For each of the persons on your list, we will now ask you a series of questions starting with yourself.  
else  
    We will now ask you a series of questions about yourself.  
#####NAME  
:FN  
Please spell your first name after the beep. <tone>  
<record, transcribe, recognize (SpeechWorks)>  
If silence, then  
    Please spell your first name AFTER you hear the beep. <tone>  
    <record, transcribe, recognize (SpeechWorks)>  
:LN  
Please spell your last name after the beep.<tone>  
<record, transcribe, recognize (SpeechWorks)>  
If silence, then  
    Please spell your last name AFTER you hear the beep.<tone>  
    <record, transcribe, recognize (SpeechWorks)>  
:MI  
Please say your middle initial. If there is no middle initial, say "none." Answer after the beep. <tone>  
<record, transcribe, batch recognition later>  
If silence,  
Please tell us your middle initial. If there is no middle initial say "none". Answer AFTER you hear the beep.  
<tone>  
    <record, transcribe, batch recognition later>  
#####SEX  
What is your sex, female or male? <tone>  
<record, transcribe, batch recognition later>  
if silence, then

What is your sex? Please answer either female or male AFTER you hear the beep. <tone>  
    <record, transcribe, batch recognition later>  
#####AGE & DATE\_OF\_BIRTH  
[chime] We will now ask about your age and date of birth.  
#####AGE  
(April 1, 2000 and earlier)  
What is your age on April 1, 2000? Please answer after the beep. <tone>  
<record, transcribe, batch recognition later>  
if silence, then  
    What is your age on April 1, 2000? Please answer AFTER you hear the beep. <tone>  
    <record, transcribe, batch recognition later>  
(April 2, 2000 and later)  
What was your age on April 1, 2000? Please answer after the beep. <tone>  
<record, transcribe, batch recognition later>  
if silence, then  
    What was your age on April 1, 2000? Please answer AFTER you hear the beep. <tone>  
    <record, transcribe, batch recognition later>  
Please tell us the month, day, and year of your birth after the beep. <tone>  
<record, transcribe, batch recognition later>  
if silence, then  
Please tell us the month, day, and year of your birth. Please answer AFTER you hear the beep. <tone>  
    <record, transcribe, batch recognition later>  
#####ORIGIN  
[chime] We will now ask about your origin.  
Are you of Spanish or Hispanic origin, yes or no? <tone>  
if silence, then  
Are you of Spanish or Hispanic origin? Please say yes or no after the beep. <tone>  
<if yes, then>

---

Which of the following best describes your origin:  
Mexican, Mexican American, Chicano, Puerto Rican,  
Cuban or other? <tone>

if silence, then

Which of the following best describes your ori-  
gin:

Mexican, Mexican American, Chicano, Puerto Rican,  
Cuban or other? Please answer AFTER you hear the  
beep. <tone>

<if unrecognized, then go to OH>

<if other, then>

Okay, to what other Spanish or Hispanic group do  
you belong? <tone>

<record, transcribe, batch recognition later>

if silence, then

Please say what other Spanish or Hispanic group you  
consider yourself a member AFTER the beep. <tone>

<record, transcribe, batch recognition later>

<Argentinean, Colombian, Dominican, Nicaraguan,  
Salvadoran, Spaniard, other Hispanic>

:OH

Please spell that after the beep.<tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of the Spanish or Hispanic  
group AFTER the beep. <tone>

<record, transcribe, batch recognition later>

Do you belong to any other Spanish or Hispanic  
groups, yes or no? <tone>

if silence, then

Do you belong to any other Spanish or Hispanic  
groups? Please say yes or no after the beep. <tone>

<if yes, then>

Please tell us the name or names of these groups  
after the beep.<tone>

<record, transcribe, batch recognition later>

<Mexican, Mexican American, Chicano, Puerto Rican,  
Cuban, Argentinean, Colombian, Dominican,  
Nicaraguan, Salvadoran, Spaniard, other Hispanic>

if silence, then

Please tell us the name or names of any other Spanish  
or Hispanic group you consider yourself a member  
AFTER the beep. <tone>

<record, transcribe, batch recognition later>

#####RACE

[chime] We will now ask about your race.

<If panel 2 or 5, then>

Do you belong to one or more of the races printed  
under question 8 on page 1 of the questionnaire, yes  
or no? <tone>

<If panel 8A or 8B, then>

Do you belong to one or more of the races printed  
under item 9 inside the brochure, yes or no? <tone>

if silence, then

goto RACELIST 1

<If yes, then>

Please say the name of the race or races you belong to  
with a short pause between each name after the  
beep.<tone>

<record, transcribe, batch recognition later>

if silence, then

go to RACELIST1

else

go to CONFIRM 1

<If no, then>

Please say the name of the other race or races you  
belong to with a short pause between each name after  
the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

go to RACELIST1

else

go to CONFIRM 1

:RACELIST1

Are you White? Please say yes or no after the beep.  
<tone>

<if yes, then>

---

Do you belong to any other races, yes or no? <tone>  
if silence, then

Do you belong to any other races? Please say  
yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

Are you Black, African American, or Negro, yes or no?  
<tone>

if silence, then

Are you Black, African American, or Negro? Please  
say yes or no after the beep. <tone>

<if yes, then>

Do you belong to any other races, yes or no? <tone>

if silence, then

Do you belong to any other races? Please say  
yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

Are you an American Indian or Alaska Native, yes or  
no? <tone>

if silence, then

Are you an American Indian or Alaska Native? Please  
say yes or no after the beep. <tone>

<if yes, then>

Please say the name of your tribe after the beep.  
<tone>

<record, transcribe, batch recognition later>

<Cherokee, Blackfoot, Navajo, Chickasaw, Chippewa,  
Potawatomi, Sioux, Tohono O'Odham, Choctaw, Pima,  
Pueblo, Tlingit, Apache, Seminole, Iroquois, Alaskan  
Athabaskans, Lumbee, Cheyenne, Creek, Comanche,  
other tribe>

if silence, then

Please say the name of your tribe AFTER you  
hear the beep. <tone>

<record, transcribe, batch recognition later>

Please spell the name of your tribe after the  
beep.<tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of your tribe AFTER you  
hear the beep. <tone>

<record, transcribe, batch recognition later>

Do you belong to any other races, yes or no? <tone>

if silence, then

Do you belong to any other races? Please say  
yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

Are you an Asian Indian, yes or no? <tone>

if silence, then

Are you an Asian Indian? Please say yes or no after  
the beep. <tone>

<if yes, then>

Do you belong to any other races, yes or no? <tone>

if silence, then

Do you belong to any other races? Please say  
yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

Are you Chinese, yes or no? <tone>

if silence, then

Are you Chinese? Please say yes or no after the  
beep. <tone>

<if yes, then>

Do you belong to any other races, yes or no? <tone>

if silence, then

Do you belong to any other races? Please say  
yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

Are you Filipino, yes or no? <tone>

if silence, then

Are you Filipino? Please say yes or no after the beep.  
<tone>

<if yes, then>

---

Do you belong to any other races, yes or no? <tone>  
if silence, then  
Do you belong to any other races? Please say  
yes or no after the beep. <tone>  
<if no, then>  
skip to CONFIRMATION 1  
Are you Japanese, yes or no? <tone>  
if silence, then  
Are you Japanese? Please say yes or no after the  
beep. <tone>  
<if yes, then>  
Do you belong to any other races, yes or no? <tone>  
if silence, then  
Do you belong to any other races? Please say  
yes or no after the beep. <tone>  
<if no, then>  
skip to CONFIRMATION 1  
Are you Korean, yes or no? <tone>  
if silence, then  
Are you Korean? Please say yes or no after the beep.  
<tone>  
<if yes, then>  
Do you belong to any other races, yes or no? <tone>  
if silence, then  
Do you belong to any other races? Please say  
yes or no after the beep. <tone>  
<if no, then>  
skip to CONFIRMATION 1  
Are you Vietnamese, yes or no? <tone>  
if silence, then  
Are you Vietnamese? Please say yes or no after the  
beep. <tone>  
<if yes, then>  
Do you belong to any other races, yes or no? <tone>  
if silence, then  
Do you belong to any other races? Please say  
yes or no after the beep. <tone>

<if no, then>  
skip to CONFIRMATION 1  
Are you from some other Asian race, yes or no?  
<tone>  
if silence, then  
Are you from some other Asian race? Please say yes  
or no after the beep. <tone>  
<if yes, then>  
Please say the name of your race after the beep.  
<tone>  
<record, transcribe, batch recognition later>  
if silence, then  
Please say the name of your race AFTER you  
hear the beep. <tone>  
<record, transcribe, batch recognition later>  
<Cambodian, Hmong, Indonesian, Pakistani, Laotian,  
Thai, other Asian race>  
Please spell the name or your race after the  
beep.<tone>  
<record, transcribe, batch recognition later>  
if silence, then  
Please spell the name of your race AFTER you  
hear the beep. <tone>  
<record, transcribe, batch recognition later>  
Do you belong to any other races, yes or no? <tone>  
if silence, then  
Do you belong to any other races? Please say  
yes or no after the beep. <tone>  
<if no, then>  
skip to CONFIRMATION 1  
Are you Native Hawaiian, yes or no? <tone>  
if silence, then  
Are you Native Hawaiian? Please say yes or no after  
the beep. <tone>  
<if yes, then>  
Do you belong to any other races, yes or no? <tone>  
if silence, then

---

Do you belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

Are you Guamanian or Chamorro, yes or no? <tone>

if silence, then

Are you Guamanian or Chamorro? Please say yes or no after the beep. <tone>

<if yes, then>

Do you belong to any other races, yes or no? <tone>

if silence, then

Do you belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

Are you Samoan, yes or no? <tone>

if silence, then

Are you Samoan? Please say yes or no after the beep. <tone>

<if yes, then>

Do you belong to any other races, yes or no? <tone>

if silence, then

Do you belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

Are you from some other Pacific Islander race, yes or no? <tone>

if silence, then

Are you from some other Pacific Islander race? Please say yes or no after the beep. <tone>

<if yes, then>

Please say the name of your race after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please say the name of your race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

<Fijian, Palauan, Tahitian, Tongan, other Pacific Islander>

Please spell the name of your race after the beep.<tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of your race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

Do you belong to some other race, yes or no? <tone>

if silence, then

Do you belong to some other race? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 1

<if yes, then>

Please say the name of your race after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please say the name of your race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

Please spell the name of your race after the beep.<tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of your race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

####CONFIRMATION 1

---

[chime] We will now summarize the information you recorded about yourself.

{Silent responses should be spoken as "blank"}

Name: <first name 1 & last name 1>.

Sex: <sex>

Birthdate: if <month> = silence AND <day> = silence AND <year> = silence, then

say "blank"

else

<month> <day> <year>

Age: <age>

Origin: <origin> (if blank, say "Non-Hispanic")

Race: <race>

Ownership: <owned free and clear, owned with a mortgage, rented for cash, occupied with no rent> {NOTE: these phrases are spoken, not synthesized}

Is all of this information correct, yes or no? <tone>

if silence, then

Is all of this information correct? Please say yes or no after the beep. <tone>

<if no, then>

Please tell us which item or items were incorrect and provide the correct information for each one after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

For each item you wish to correct, please tell us the item and the new information AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

#####

PERSON 2..n

#####

[chime] We will now ask you some questions about <first name n> <last name n>.

#####NAME

Please spell the first name of this person after the beep. <tone>

<record, transcribe, recognize (SpeechWorks)>

if silence, then

Please spell the first name of this person AFTER you hear the beep. <tone>

<record, transcribe, recognize (SpeechWorks)>

Please spell the last name of this person after the beep. <tone>

<record, transcribe, recognize (SpeechWorks)>

if silence, then

Please spell the last name of this person AFTER you hear the beep. <tone>

<record, transcribe, recognize (SpeechWorks)>

Please say their middle initial. If there is no middle initial, say "none". Answer after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please say their middle initial. If there is no middle initial, say "none". Answer AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

#####RELATIVE

Is <first name n> <last name n> related to you, yes or no? <tone>

if silence, then

Is <first name n> <last name n> related to you? Please say yes or no after the beep. <tone>

if yes, then

relation = true

if panel 2 or 5, then

Which one of the items listed under question 2 on page 2 of the form describes the relationship between this person and yourself? <tone>

if panel 8A or 8B, then

Which one of the items listed under item 5 inside the brochure describes the relationship between this person and yourself? <tone>

if silence, then

Which describes this person's relationship to you,

husband or wife,	if yes, then go to SEX
natural born son or daughter,	if no, then
adopted son or daughter,	:S2 Is this person your adopted son, yes or no? <tone>
stepson or stepdaughter,	if silence, then
brother or sister,	Is this person your adopted son? Please say yes or no after the beep. <tone>
father or mother,	if yes, then go to SEX
grandchild, parent-in-law,	if no, then
son or daughter-in-law, or other relative? Please answer AFTER you hear the beep. <tone>	:S3 Is this person your stepson, yes or no? <tone>
if "daughter", then	if silence, then
:D1 Is this person your natural born daughter, yes or no? <tone>	Is this person your stepson? Please say yes or no after the beep. <tone>
if silence, then	if yes, then goto SEX
Is this person your natural born daughter? Please say yes or no after the beep. <tone>	if unrecognized, then goto OREL
if yes, then go to SEX	if other OR (if D1, D2, D3 are no OR silent) OR (if S1, S2, S3 are no OR silent), then
if no, then	Please say what other relationship this person has with you after the beep. <tone>
:D2 Is this person your adopted daughter, yes or no? <tone>	<record, transcribe, batch recognition later>
if silence, then	if silence, then
Is this person your adopted daughter? Please say yes or no after the beep. <tone>	Please say what other relationship this person has with you AFTER you hear the beep. <tone>
if yes, then go to SEX	<record, transcribe, batch recognition later>
if no, then	:OREL
:D3 Is this person your stepdaughter, yes or no? <tone>	Please spell the name of the relationship this person has with you after the beep. <tone>
if silence, then	<record, transcribe, batch recognition later>
Is this person your stepdaughter? Please say yes or no after the beep. <tone>	if silence, then
if yes, then go to SEX	Please spell the name of the relationship this person has with you AFTER you hear the beep. <tone>
if "son", then	<record, transcribe, batch recognition later>
:S1 Is this person your natural born son, yes or no? <tone>	if no, then
if silence, then	if panel 2 or 5, then
Is this person your natural born son? Please say yes or no after the beep. <tone>	Which one of the items listed under question 2 on page 2 of the form describes the association between this person and yourself? <tone>

---

if panel 8A or 8B, then

Which one of the items listed under item 5 inside the brochure describes the association between this person and yourself? <tone>

if silence, then

Please say which of the following best describes the association between yourself and this person: a roomer, boarder, foster child, housemate, roommate, unmarried partner, other? Answer AFTER you hear the beep. <tone>

if unrecognized, then go to OASS

if other, then

Please say what other association this person has with you after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please say what other association this person has with you after the beep. Answer AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

:OASS

Please spell the name of the association this person has with you after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of the association this person has with you. Please answer AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

#####SEX

What is this person's sex, female or male? <tone>

<record, transcribe, batch recognition later>

if silence, then

What is this person's sex? Please answer female or male after the beep. <tone>

<record, transcribe, batch recognition later>

#####AGE & DATE\_OF\_BIRTH

[chime] We will now ask about their age and date of birth.

(April 1, 2000 and earlier)

What will this person's age be on April 1, 2000? Please answer after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

What will this person's age be on April 1, 2000? Please answer AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

(April 2, 2000 and later)

What was this person's age on April 1, 2000? Please answer after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

What was this person's age on April 1, 2000? Please answer AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

Please tell us the month, day, and year this person was born after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please tell us the month, day, and year this person was born. Please answer AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

#####ORIGIN

[chime] We will now ask about their origin

Is this person of Spanish or Hispanic origin, yes or no? <tone>

if silence, then

Is this person of Spanish or Hispanic origin? Please say yes or no after the beep. <tone>

if yes, then

Which of the following best describes their origin: Mexican, Mexican-American, Chicano, Puerto Rican, Cuban, or other? <tone>

if silent, then

---

Which of the following best describes their origin: Mexican, Mexican-American, Chicano, Puerto Rican, Cuban, or other? Please answer AFTER you hear the beep. <tone>

if unrecognized, then go to OH2

if other, then

Okay, to what other Spanish or Hispanic group do they belong? <tone>

<record, transcribe, batch recognition later>

if silent, then

What other Spanish or Hispanic group does this person belong? Please answer AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

<Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, other Hispanic>

:OH2

Please spell that after the beep. <tone>

<record, transcribe, batch recognition later>

if silent, then

Please spell the name of the Spanish or Hispanic group AFTER the beep. <tone>

<record, transcribe, batch recognition later>

Does this person belong to any other Spanish or Hispanic groups, yes or no? <tone>

if silent, then

Does this person belong to any other Spanish or Hispanic groups? Please say yes or no after the beep. <tone>

<if yes, then>

Please tell us the name or names of these groups after the beep. <tone>

<record, transcribe, batch recognition later>

if silent, then

Please tell us the name or names of any other Spanish or Hispanic group this person belongs to AFTER the beep. <tone>

<record, transcribe, batch recognition later>

<Mexican, Mexican American, Chicano, Puerto Rican, Cuban, Argentinean, Colombian, Dominican, Nicaraguan, Salvadoran, Spaniard, other Hispanic>

#####RACE

[chime] We will now ask about their race.

<If panel 2 or 5, then>

Does this person belong to one or more of the races printed under question 8 on page 1 of the questionnaire, yes or no? <tone>

if silence goto RACE2

<If panel 8A or 8B, then>

Does this person belong to one or more of the races printed under item 9 inside the brochure, yes or no? <tone>

if silence goto RACE2

<If yes, then>

Please say the name of the race or races this person belongs to with a short pause between each name. <tone>

<record, transcribe, batch recognition later>

if silence, then

go to RACE2

else

go to CONFIRMATION 2

<If no, then>

Please say the name of the other race or races this person belongs to with a short pause between each name. <tone>

<record, transcribe, batch recognition later>

if silence, then

goto RACE2

else

goto CONFIRMATION 2

:RACE2

Is this person White? Please say yes or no after the beep. <tone>

<if yes, then>

---

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person Black, African American, or Negro, yes or no? <tone>

if silence, then

Is this person Black, African American, or Negro? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person an American Indian or Alaska Native, yes or no? <tone>

if silence, then

Is this person American Indian or Alaskan Native? Please say yes or no after the beep. <tone>

<if yes, then>

Please tell us the name of this person's tribe after the beep. <tone>

<record, transcribe, batch recognition later>

<Cherokee, Blackfoot, Navajo, Chickasaw, Chippewa, Potawatomi, Sioux, Tohono O'odham, Choctaw, Pima, Pueblo, Tlingit, Apache, Seminole, Iroquois, Alaskan Athabaskans, Lumbee, Cheyenne, Creek, Comanche, other tribe>

if silence, then

Please tell us the name of this person's tribe. Please answer AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

Please spell the name of this person's tribe after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of this person's tribe AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person an Asian Indian, yes or no? <tone>

if silence, then

Is this person an Asian Indian? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person Chinese, yes or no? <tone>

if silence, then

Is this person Chinese? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person Filipino, yes or no? <tone>

---

if silence, then

Is this person Filipino? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person Japanese, yes or no? <tone>

if silence, then

Is this person Japanese? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person Korean, yes or no? <tone>

if silence, then

Is this person Korean? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person Vietnamese, yes or no? <tone>

if silence, then

Is this Vietnamese? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person from some other Asian race, yes or no? <tone>

if silence, then

Is this person from some other Asian race? Please say yes or no after the beep. <tone>

<if yes, then>

Please say the name of this person's race after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please say the name of this person's race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

<Cambodian, Hmong, Indonesian, Pakistani, Laotian, Thai, other Asian>

Please spell the name of this person's race after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of this person's race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

---

skip to CONFIRMATION 2

Is this person Native Hawaiian, yes or no? <tone>

if silence, then

Is this person Native Hawaiian? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person Guamanian or Chamorro, yes or no? <tone>

if silence, then

Is this person Guamanian or Chamorro? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person Samoan, yes or no? <tone>

if silence, then

Is this person Samoan? Please say yes or no after the beep. <tone>

<if yes, then>

Does this person belong to any other races, yes or no? <tone>

if silence, then

Does this person belong to any other races? Please say yes or no after the beep. <tone>

<if no, then>

skip to CONFIRMATION 2

Is this person from some other Pacific Islander race, yes or no? <tone>

if silence, then

Is this person from some other Pacific Islander race? Please say yes or no after the beep. <tone>

<if yes, then>

Please say the name of this person's race after the beep. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please say the name of this person's race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

<Fijian, Palauan, Tahitian, Tongan, other Pacific Islander>

Please spell the name of this person's race after the tone. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of this person's race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

Is this person from some other race, yes or no? <tone>

if silence, then

Is this person from some other race? Please say yes or no after the beep. <tone>

<if yes, then>

Please say the name of this person's race. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please say the name of this person's race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

Please spell the name of this person's race after the tone. <tone>

<record, transcribe, batch recognition later>

if silence, then

Please spell the name of this person's race AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

####CONFIRMATION 2

[chime] We will summarize the information you recorded about this person.

{Silent responses should be spoken as "blank"}

Name: <first name n> <last name n>.

Sex: <sex>

Birthdate: if <month> = silence AND <day> = silence AND <year> = silence, then

say "blank"

else

<month> <day> <year>

Age: <age>

if relation, then

Relationship: <relationship>

(if initial response was ambiguous, i.e. son or daughter, then the applicable phrase should be announced here. Choose from

adopted son, natural born son, stepson, adopted daughter, natural born daughter, and stepdaughter

else

Association: <association>

Origin: <origin> (if blank, say "Non-Hispanic")

Race: <race>

Is all of this information correct, yes or no? <tone>

if silence, then

Is all of this information correct? Please answer yes or no after the beep. <tone>

<if no, then>

Please tell us which item or items were incorrect and provide the correct information after each one. <tone>

<record, transcribe, batch recognition later>

if silence, then

For each item you wish to correct, please tell us the item and the new information AFTER you hear the beep. <tone>

<record, transcribe, batch recognition later>

If more people, then go to PERSON 2..n

##CHECK FOR COMPLETENESS

complete = true

For person 1 to roster, do

if roster = 1, then

1. HOME\_OWNER—one answer category;

2. Name—first and last name fields are treated as one item and together must have a minimum of three alpha characters; middle initial is not considered;

3. Sex—one answer category;

4. (Age or Date of Birth) OR (Age or year of birth) OR (Age or month and day of birth);

5. Hispanic Origin—at least one answer category;

6. Race—at least one answer category..

if 5 out of 6 of the conditions above are false, then

if 5 out of 6 fields above are silent, then

complete = false

if roster > 1, then for each person 2..n,

1. Relationship—one answer category;

2. Name—first and last name fields are treated as one item and together must have a minimum of three alpha characters; middle initial is not considered;

3. Sex—one answer category;

4. (Age or Date of Birth) OR (Age or year of birth) OR (Age or month and day of birth);

5. Hispanic Origin—at least one answer category;

6. Race—at least one answer category..

if 5 out of 6 of the conditions above are false, then

if 5 out of 6 fields above are silent, then

complete = false

if not complete, then

[chime]

if panel 5 or 8A, then

We did not receive enough information from you to activate your calling card.

else

---

Your Census form is not complete. If you need help....

Please call us at 1-877-8-CENSUS for assistance. A Census worker may contact you later to complete the rest of your information.

goto GOODBYE

[chime] We will now take your calling card information.

If panel 5, then

Please remove the calling card from the insert and turn it over to see the calling card number.

If panel 8A, then

Please remove the calling card from the brochure and turn it over to see the calling card number.

<If panel 8A, then>

<look up calling card number>

Our records show that the calling card we sent you has this ID: xxxxxxxxxxxx.

Is this correct, yes or no? <tone>

if silence, then

Is this correct? Please say yes or no after the beep. <tone>

If yes, then

This card is valid for one year and you may begin using it immediately.

<skip to SURVEY QUESTIONS>

If no, then

If buttons, then

Please enter all ten digits of the calling card number with the pushbutton keys on your telephone now.<tone2>

else

Please say all ten digits of the calling card number now. <tone>

<lookup CC #>

go to NO MATCH

<If panel 5, then>

<If buttons, then>

Please enter all ten digits of your calling card number with the pushbutton keys on your telephone now.

<tone>

<else>

Please say the all ten digits of your calling card number now. <tone>

<look up CC #>

##NO MATCH

<If no match, then>

If buttons, then

The number you entered is not in our records, please enter all ten digits of your calling card number again. <tone>

else

The number you entered is not in our records, please say all ten digits of your calling card number again. <tone>

<else>

This card is valid for one year and you may begin using it immediately.

<skip to SURVEY QUESTIONS>

<look up CC #>

<If no match, then>

See bailout specification

<else>

This card is valid for one year and you may begin using it immediately.

#####SURVEY QUESTIONS

[chime] We will now ask you some questions about this system.

On a scale of 1 to 5, where 5 means Very Satisfied, 1 means Very Dissatisfied, and 3 means neither Satisfied nor Dissatisfied, how Satisfied are you overall with the computerized questionnaire? <tone>

if silence, then

On a scale of 1 to 5, where 5 means Very Satisfied, 1 means Very Dissatisfied, and 3 means neither Satisfied nor Dissatisfied, how Satisfied are you overall with the computerized questionnaire? Please answer AFTER you hear the beep. <tone>

---

<score = 1..5>  
<if score < 3, then>  
Please tell us what you disliked about the computer-  
ized questionnaire after the beep. <tone>  
    <record, transcribe>  
    if silence, then  
Please tell us what you disliked about the question-  
naire AFTER you hear the beep. <tone>  
        <record, transcribe>  
<if score > 3, then>  
    Please tell us what you liked about the computer-  
ized questionnaire after the beep. <tone>  
        <record, transcribe>  
        if silence, then  
Please tell us what you liked about the questionnaire  
AFTER you hear the beep. <tone>  
            <record, transcribe>  
Were you able to fully understand the computer, yes or  
no? <tone>  
if silence, then  
Were you fully able to understand the computer?  
Please answer yes or no after the beep. <tone>  
<if no, then>  
    Please tell us what you did not understand after the  
beep. <tone>  
        <record, transcribe>  
        if silence, then  
            Please tell us what you did not understand  
AFTER you hear the beep. <tone>  
                <record, transcribe>  
Was the computer able to fully understand you, yes or  
no? <tone>  
if silence, then  
Was the computer fully able to understand you? Please  
say yes or no after the beep. <tone>  
<if no, then>  
    Please tell us what the computer did not understand  
after the beep. <tone>

<record, transcribe>  
if silence, then  
Please tell us what the computer did not understand  
AFTER you hear the beep. <tone>  
    <record, transcribe>  
Was there anything about the questionnaire that was  
confusing or frustrating, yes or no? <tone>  
if silence, then  
Was there anything about the questionnaire that was  
confusing or frustrating? Please answer yes or no after  
the beep. <tone>  
<if yes, then>  
    Please tell us what was confusing or frustrating after  
the beep. <tone>  
        <record, transcribe>  
        if silence, then  
Please tell us what was confusing or frustrating AFTER  
you hear the beep. <tone>  
            <record, transcribe>  
Did you have too much time, too little time, or just the  
right amount of time to answer the questions? <tone>  
<record, transcribe>  
if silence, then  
Did you have too much time, too little time, or just the  
right amount of time to answer the questions? Please  
answer AFTER you hear the beep. <tone>  
    <record, transcribe>  
Please tell us your suggestions about improving the  
computerized questionnaire after the beep. <tone>  
<record, transcribe>  
if silence, then  
Please tell us your suggestions about improving the  
questionnaire AFTER you hear the beep. <tone>  
    <record, transcribe>  
#####GOODBYE  
[chime]  
Thank you for your help with the 2000 Census. You do  
not need to mail in your paper questionnaire.  
Goodbye.

# Appendix D

---

## ASQ Usability Questions

The ASQ concluded with a set of questions to assess the respondents' satisfaction with the data collection method:

- On a scale of one to five, where five means very satisfied, one means very dissatisfied, and three means neither satisfied nor dissatisfied, how satisfied are you overall with the computerized questionnaire?

*If response to the above question was less than three:*

Please tell us what you disliked about the computerized questionnaire after the beep.

*If response to the above question was greater than three:*

Please tell us what you liked about the computerized questionnaire after the beep.

- Were you able to fully understand the computer, yes or no?

*If response to above question was "no":*

Please tell us what you did not understand after the beep.

- Was the computer able to fully understand you, yes or no?

*If response to above question was "no":*

Please tell us what the computer did not understand after the beep.

- Was there anything about the questionnaire that was confusing or frustrating, yes or no?

*If response to above question was "yes":*

Please tell us what was confusing or frustrating after the beep.

- Did you have too much time, too little time, or just the right amount of time to answer the questions?
- Please tell us your suggestions about improving the computerized questionnaire after the beep.

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# Appendix E

---

## Census 2000

### Telephone Interviewing Specifications for Short Form

SPECS: All numeric fields must be stored as right justified. All character fields must be stored as left justified.

Refer to the last page for a definition of completed interviews.

D-1 = Interview with a 22 character census ID number.

D-10 = Interview without a 22 character census ID Number, assign processing ID as noted below and start at >address\_a<

Assignment of processing id:

Character 1-2	66	= TQA generated BCF interviews
Character 3-5	000	= English
	001	= English (in sequence for 000 is filled)
	002	= Spanish
	003	= Chinese
	004	= Korean
	005	= Tagalog
	006	= Vietnamese
	007	= English (PR)
	008	= Spanish (PR)

Character 6-12 sequence number 0000001 9999999

Character 13-14 MAD97 check digits

---

SPECS: If census identification number was forwarded from TQA, skip to >POP\_count< using formtype to indicate which form to complete. If NO census identification number was provided, skip to >ID<. The census identification number must be part of the output information for the Bureau of the Census with the short form data from the interviews.

>ID<

If you have your census form available, please refer to the census identification number located on the back page underneath the bar code. What is the ID number on your questionnaire?

\_\_\_\_\_ (allow 22 characters)—Skip to >POP\_count<<

(N) Not available,

If no ID number, set formtype=D10 and go to >address\_a<;

If valid ID, and Phone Num. available, go to >ANlchk<.

If valid ID, and No Phone Num., go to >GetPhone<

OUTPUT SPECS: Store in Record 1, at location 2.

---

Programming note: If uheflag=1, use second fill. Else, use first fill.

>address\_a<

We need to be sure that everyone is counted correctly in the census. I'd like to take some information about your household, starting with your home address.

What is the mailing address where you (lived on Saturday, April 1, 2000/ live or stay MOST OF THE TIME)?

Mailing Address: \_\_\_\_\_ >houses-treet1< (allow 63 characters—If address is a P.O. Box address, Rural Route/Box address or No address, store address collected by agent starting at character 9 so that 8-letter string may be stored in characters 1-8. See specs below. For house number and street/road name style address, start address at character 1.)

SPECS: P.O. Box address, Rural Route/Box address or No address are stored in >housetreet1<.

AND CHECK ONE BOX IF APPROPRIATE:

[ ] P.O. Box address — Skip to >aptno1<<

SPECS: For output, fill >housetreet1< to position 62. At position 63, fill with a "P." Set nohouse = 1.

[ ] Rural Route/Box address – Skip to >aptno1<

SPECS: For output, fill >housetreet1< to position 62. At position 63, fill with an "R." Set nohouse = 1

---

[ ] No address on April 1, or address is a location description such as a park, or street names — Skip to >zip1<

SPECS: For output, fill >housetreet1< to position 62. At position 63, fill with an "O." Also, if "No address" box is marked, store "1" in variable bcmilno at location 81. Set nohouse = 1.

OUTPUT SPECS: Store in Record 1 for D-10 at the following locations:

bcmilno: location 81  
housetreet1: location 82

Programming note: Do NOT advance to the next screen when write-in field is blank unless the "No address" box is marked.

---

>aptno1<

Do you have an apartment number?

Yes — \_\_\_\_\_ Apartment number (allow 16 characters)

No

OUTPUT SPECS: Store apartment number in Record 1 for D-10 at location 145.

---

>zip1<

What is the ZIP code?

\_\_\_\_\_ (allow 5 characters)

OUTPUT SPECS: Store in Record 1 for D-10 at location 195.

---

>city1<

What is the name of your city or town?

\_\_\_\_\_ (allow 16 characters)

OUTPUT SPECS: Store in Record 1 for D-10 at location 161.

>state1<

What state? SELECT THE STATE USING THE ARROW KEYS IF NECESSARY AND PRESS THE ENTER KEY.

\_\_\_\_\_ (allow 2 characters)

- |                              |                         |                         |
|------------------------------|-------------------------|-------------------------|
| (1) AL--Alabama              | (19) LA--Louisiana      | (37) OK--Oklahoma       |
| (2) AK--Alaska               | (20) ME--Maine          | (38) OR--Oregon         |
| (3) AZ--Arizona              | (21) MD--Maryland       | (39) PA--Pennsylvania   |
| (4) AR--Arkansas             | (22) MA--Massachusetts  | 40) RI--Rhode Island    |
| (5) CA--California           | (23) MI--Michigan       | (41) SC--South Carolina |
| (6) CO--Colorado             | (24) MN--Minnesota      | (42) SD--South Dakota   |
| (7) CT--Connecticut          | (25) MS--Mississippi    | (43) TN--Tennessee      |
| (8) DE--Delaware             | (26) MO--Missouri       | (44) TX--Texas          |
| (9) DC--District of Columbia | (27) MT--Montana        | (45) UT--Utah           |
| (10) FL--Florida             | (28) NE--Nebraska       | (46) VT--Vermont        |
| (11) GA--Georgia             | (29) NV--Nevada         | (47) VA--Virginia       |
| (12) HI--Hawaii              | (30) NH--New Hampshire  | (48) WA--Washington     |
| (13) ID--Idaho               | (31) NJ--New Jersey     | (49) WV--West Virginia  |
| (14) IL--Illinois            | (32) NM--New Mexico     | (50) WI--Wisconsin      |
| (15) IN--Indiana             | (33) NY--New York       | (51) WY--Wyoming        |
| (16) IA--Iowa                | (34) NC--North Carolina |                         |
| (17) KS--Kansas              | (35) ND--North Dakota   |                         |
| (18) KY--Kentucky            | (36) OH--Ohio           |                         |

SPECS: Do NOT output codes. Output 2-letter abbreviation associated with codes.  
OUTPUT SPECS: Store in Record 1 for D-10 at location 193.

---

>county1<

What county is that city or town in?

\_\_\_\_\_ (allow 16 characters)

D Don't know

R Refused

OUTPUT SPECS: Store in Record 1 for D-10 at location 177.

Programming note: From the Mailing Address screen, do not advance to the next screen without the city and state.

---

SPECS: Ask if nohouse=1. Else, skip to >bcallres<

>bchsnno<

Do you have a street address with a house number?

(1) Yes — Skip to >housetreet2<<

(2) No — Skip to >bcallres<

OUTPUT SPECS: If 2, store "1" in Record 1 for D-10 at location 200, else leave this location blank.

Programming note: Do NOT advance to the next screen without a Yes or No answer.

---

>housetreet2<

---

House number and street/road name  
\_\_\_\_\_ (allow 34 characters)

OUTPUT SPECS: Store in Record 1 for D-10 at location 201.

---

>aptno2<

Do you have an apartment number?

Yes — \_\_\_\_\_ Apartment number (allow 16 characters)  
No

OUTPUT SPECS: Store apartment number in Record 1 for D-10 at location 235.

---

>zip2<

What is the ZIP code?

\_\_\_\_\_ (allow 5 characters)

OUTPUT SPECS: Store in Record 1 for D-10 at location 285.

---

>city2<

What is the name of your city or town?

\_\_\_\_\_ (allow 16 characters)

OUTPUT SPECS: Store in Record 1 for D-10 at location 251.

---

>state2<

What state? SELECT THE STATE USING THE ARROW KEYS IF NECESSARY AND PRESS THE ENTER KEY.

\_\_\_\_\_ (allow 2 characters)

- |                              |                         |                         |
|------------------------------|-------------------------|-------------------------|
| (1) AL--Alabama              | (19) LA--Louisiana      | (37) OK--Oklahoma       |
| (2) AK--Alaska               | (20) ME--Maine          | (38) OR--Oregon         |
| (3) AZ--Arizona              | (21) MD--Maryland       | (39) PA--Pennsylvania   |
| (4) AR--Arkansas             | (22) MA--Massachusetts  | (40) RI--Rhode Island   |
| (5) CA--California           | (23) MI--Michigan       | (41) SC--South Carolina |
| (6) CO--Colorado             | (24) MN--Minnesota      | (42) SD--South Dakota   |
| (7) CT--Connecticut          | (25) MS--Mississippi    | (43) TN--Tennessee      |
| (8) DE--Delaware             | (26) MO--Missouri       | (44) TX--Texas          |
| (9) DC--District of Columbia | (27) MT--Montana        | (45) UT--Utah           |
| (10) FL--Florida             | (28) NE--Nebraska       | (46) VT--Vermont        |
| (11) GA--Georgia             | (29) NV--Nevada         | (47) VA--Virginia       |
| (12) HI--Hawaii              | (30) NH--New Hampshire  | (48) WA--Washington     |
| (13) ID--Idaho               | (31) NJ--New Jersey     | (49) WV--West Virginia  |
| (14) IL--Illinois            | (32) NM--New Mexico     | (50) WI--Wisconsin      |
| (15) IN--Indiana             | (33) NY--New York       | (51) WY--Wyoming        |
| (16) IA--Iowa                | (34) NC--North Carolina |                         |
| (17) KS--Kansas              | (35) ND--North Dakota   |                         |
| (18) KY--Kentucky            | (36) OH--Ohio           |                         |

SPECS: Do NOT output codes. Output 2-letter abbreviation associated with codes.

OUTPUT SPECS: Store in Record 1 for D-10 at location 283.

---

>county2<

What county is that city or town in?

\_\_\_\_\_ (allow 16 characters)

D Don't know

R Refused

SPECS: Go to >bcallres<

OUTPUT SPECS: Store in Record 1 for D-10 at location 267.

Programming note: From the Second Address screen, do NOT advance to the next screen without the city and state.

---

>bcallres<

Programming Note: Ask if formtype=D10; if uheflag=1 use second fill, else use first fill.

(1) \_\_\_\_\_ Yes

(2) \_\_\_\_\_ No

SPEC: If Phone Num. available, go to >ANIchk<

---

SPECS: Ask if Phone Num. available, else go to >GetPhone<

>ANIchk<

We used our caller ID system to capture the phone number you are calling from. Is (FILL with verified/corrected ANI) your correct home phone number?

(1)Yes — Store as >phonarea<, >phonepre<, >phonesfx<<

(2)No — read::

What is your home phone number starting with your area code?

\_\_\_\_\_ \*\*  
(area (prefix) (suffix) code)

\*\*Note: Phone number is captured as one field, but output as three fields.

SPECS: If formtype=D-1, go to >POP\_count<

If formtype=D-10 and:

>bcallres< =1 then go to >POP\_count<

>bcallres< =2 then go to >tenure<

OUTPUT SPECS: Store the area code as >phonarea<; store the prefix as >phonepre<; store the suffix as >phonesfx<.

Store in Record 1 as follows:

---

D-10	D-1
>phonarea<: location 291	location 272
>phonepre<: location 294	location 275
>phonesfx<: location 297	location 278

>GetPhone<

SPEC: Ask if No Phone Num.

In case we need to contact you later, please give me your home phone number starting with your area code.

\*\*

\_\_\_\_\_

(area (prefix) (suffix)  
code)

\_ Don't know/Refused

\*\*Note: Phone number is captured as one field, but output as three fields.

SPECS: If formtype=D-1, go to >POP\_count<  
If formtype=D-10 and:  
    >bcallres< =1 then go to >POP\_count<  
    >bcallres< =2 then go to >tenure<

OUTPUT SPECS: Store the area code as >phonarea<; store the prefix as >phonepre<; store the suffix as >phonesfx<.

Store in Record 1 as follows:

D-10	D-1
>phonarea<: location 291	location 272
>phonepre<: location 294	location 275
>phonesfx<: location 297	location 278

SPECS: Include the residence rules job aid from knowledge data base as HELP.

>POP\_count<

(How many people were living or staying in this house, apartment, or mobile home on April 1, 2000/ How many people were living or staying in the house, apartment, or mobile home where you live or stay MOST OF THE TIME)?

\_\_\_ (allow 2 characters)

(H) HELP

OUTPUT SPECS: Store in Record 1 for D-1 or D-10, at location 83.

>tenure<

(Is this house, apartment, or mobile home—/ Is the house, apartment, or mobile home where you live or stay MOST OF THE TIME—)

(1) Owned by you or someone in this household with a mortgage or loan?

(2) Owned by you or someone in this household free and clear without a mortgage or loan?

(3) Rented for cash rent?

(4) Occupied without payment of cash rent?

D Don't know

R Refused

OUTPUT SPECS: Store for D-1 in Record 1, at location 282. Store for D-10, Record 1, at location 301.

>partial\_roster<

This screen does not exactly reflect the OSS format.

Programming note: Ask if bcallres=2, else go to >roster<; If uheflag=1 use second fill, else use first fill.

(What are the names of the persons who were living or staying in this house, apartment, or mobile home on April 1, 2000/ What are the names of the persons who were living or staying in the house, apartment, or mobile home where you live or stay MOST OF THE TIME)? Start with yourself or a person living with you who was not counted.

ENTER NAMES

	MIDDLE		
FIRST NAME	INITIAL	LAST NAME	CODE

(ALLOW ENOUGH SPACE FOR PEOPLE)

Allow 15 characters for last name.

Allow 13 characters for first name.

Allow 1 characters for middle initial.

Allow 1 character for code.

Add boxes for indicating "respondent" and "proxy."

OUTPUT SPECS: Store a "2" in location 1 for record type 2. Store in Record 2, for D-1 or

D-10 at locations:

Last Name: location 47

First Name: location 63

Middle Initial: location 76

Store a "1" in PNUM at location 42 for person on line 1 of the roster; store a "2" in PNUM at location 42 for person on line 2 of the roster; etc.

---

>roster<

This screen does not exactly reflect the OSS format.

What are the names of all persons who were living or staying (in this house, apartment, or mobile home on April 1, 2000/ at the house, apartment, or mobile home where you live or stay MOST OF THE TIME)?

Start with the name of one of the people living here who owns, is buying, or rents this house, apartment, or mobile home.

ENTER NAMES

FIRST NAME	MIDDLE INITIAL	LAST NAME	CODE
(ALLOW ENOUGH SPACE FOR PEOPLE)			

Allow 15 characters for last name.

Allow 13 characters for first name.

Allow 1 characters for middle initial.

Allow 1 character for code.

Add boxes for indicating "respondent" and "proxy."

OUTPUT SPECS: Store a "2" in location 1 for record type 2. Store in Record 2, for D-1 or

D-10 at locations:

Last Name: location 47

First Name: location 63

Middle Initial: location 76

Store a "1" in PNUM at location 42 for person on line 1 of the roster; store a "2" in PNUM at location 42 for person on line 2 of the roster; etc.

---

>coverage1<

Did anyone else such as housemates, roommates, live-in employees, boarders, foster children or anyone temporarily away on business or vacation live (at this address on April 1, 2000/ at the place where you live MOST OF THE TIME)?

(1) Yes—Ask: What is/are their name(s)??

(2) No

SPECS: If "1" go to >roster<. Add the name(s) to the list and enter an "A" in the "Code" column for each name given. If "2" go to >coverage2<. Increase the number in >POP\_count< if names are added.

---

>coverage2<

Did you include any people who were living away at college, in the Armed Forces and living somewhere else, in a correctional facility, in a mental hospital, in a

nursing home, hospice or ward for the chronically ill, or staying at another residence most of the week while working?

(1) Yes—Ask: What is/are their name(s)??

(2) No

SPECS: If "1" go to >roster<. Enter a "D" in the "Code" column beside each name given.

Decrease the number in >POP\_count< if names are deleted.

---

>adc\_names<

I'm going to read you the list of people to verify that all names are listed correctly. (READ NAMES AND VERIFY SPELLING)

MAKE SURE [fill with respondent's name] IS LISTED ON ROSTER EXCEPT FOR A PROXY

(P) All correct

(A) Add person not listed

(D) Delete person listed

(C) Spelling Change

(U) Undelete person listed

ENTER LINE NUMBER OF PERSON:\_\_\_\_(To advance to >Spelling< and take the appropriate action above)

SPECS: If "A", increase >POP\_Count<, If "D", decrease >POP\_count<.

---

INTERVIEWER SCREEN

>resp@1<

(Ask if necessary.)

Enter line number of person you are talking to \_\_\_\_

SPECS: We need to allow for proxy interviews (code 99). A "proxy interviewer" is someone providing the interview that is not on the >roster<.

---

>Spelling<

MAKE THE CORRECTIONS NEEDED:

First \_\_\_\_\_

MI \_\_\_\_\_

Last \_\_\_\_\_

---

SPECS: Ask the >relation< question of EVERYONE listed on the Roster except the person on line one. For person one, store 0 in >relation<. Ask the >otherrel< question only if the answer is "10". Then continue with >sex1< starting with the person on line one.

>relation<

How (are you /is ...) related to (fill with the name on line 1)\*?

- (1) Husband/wife
- (2) Natural-born son/daughter
- (3) Adopted son/daughter
- (4) Stepson/stepdaughter
- (5) Brother/sister
- (6) Father/mother
- (7) Grandchild
- (8) Parent-in-law
- (9) Son-in-law/daughter-in-law
- (10) Other relative—Skip to >otherrel<<
- (11) Roomer, boarder
- (12) Housemate, roommate
- (13) Unmarried partner
- (14) Foster child
- (15) Other nonrelative

D Don't know  
R Refused

Skip to >sex1< except for category (10).

\* If respondent is person on line 1, use "you" instead of name of person on line 1.

SPECS: If "D" or "R", store 0.

OUTPUT SPECS: Store in Record 2 for D-1 or D-10, at location 77.

---

>otherrel<

SPECS: Ask only if needed or fill with information the respondent provided when asked >relation<.

How (are you/is...) related?

\_\_\_\_\_ (allow for 12 characters)

D Don't know  
R Refused

SPECS: If "D" or "R", store a "Blank".

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 79.

>sex1<

SPECS: FOR THE RESPONDENT SCREEN ONLY, ADD: ASK ONLY IF NECESSARY.

SPECS: Ask question of everyone listed on the Roster before continuing to >dob<.

(Are you/Is...) male or female?

- (1) Male
- (2) Female

D Don't know  
R Refused

SPECS: If "D" or "R", store 0.

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 91.

---

SPECS: Ask questions of EACH person on the roster before continuing to >hisp\_origin1<.

>dob<

What is (your/...'s) date of birth?

Month	Day	Year of birth
____	____	__/__/__ (allow 1884-2000)
(01-12)	(01-31)	
dob@mth	dob@dy	dob@yr

D Don't know—Skip to >age<<  
R Refused—Skip to >age<<

SPECS: If any part (month, day, or year of birth) is Don't know or Refused, skip to >age<. For year of birth, output full year such as "1985" and not "985." If "D" or "R" in any field, store a "Blank". Output >dob@mth< as >DOBMONTH\_4<; >dob@dy< as >DOB-DAYXX\_4<; and >dob@yr< as >DOBYEARX\_4<.

OUTPUT SPECS: Store in Record 2, for D-1 or D-10 and the following locations:

Month: location 95

Day: location 97

Year of Birth: location 99

---

SPECS: If computed age is less than 1 year, substitute the "computed age" with appropriate "months/weeks". This screen does not exactly reflect the OSS format.

>ver\_age<

So (were you/was...) (computed age) years old on April 1, 2000?

(1) Yes—Skip to >hisp\_origin1<<

(2) No

D Don't know—Skip to >hisp\_origin1<<

R Refused—Skip to >hisp\_origin1<<

SPECS: If 1, store computed age in >age<. If the computed age is less than 1 year, store "0". If "D" or "R", store a "Blank".

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 92.

>age<

What was (your/...s) age on April 1, 2000? IF CALLER DOES NOT KNOW THE EXACT AGE – Please estimate (your/...s) age on April 1, 2000?

\_\_\_ (allow 0-116)

D Don't know

R Refused

SPECS: Store age in >age<. If the computed age is less than 1 year, store "0". If "D" or "R", store a "Blank".

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 92.

SPECS: Ask questions of EACH person on roster before continuing to >race<.

>hisp\_origin1<

(Are you/Is ...) Spanish, Hispanic, or Latino? READ IF NECESSARY: FOR EXAMPLE, MEXICAN, MEXICAN AMERICAN, CHICANO, PUERTO RICAN, CUBAN, OR ANOTHER SPANISH, HISPANIC, OR LATINO GROUP.

(1)Yes – continue to >hisp\_origin2<

(2)No—Skip to >race<<

D Don't know—Skip to >race<<

R Refused—Skip to >race<<

SPECS: If 2, store 1 in >HISPCB01\_5<. If "D" or "R", store 0.

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 103.

>hisp\_origin2<

SPECS: Accept only ONE response.

Which one of the following Spanish, Hispanic, or Latino groups (do you/does ...) identify with? Mexican, Mexican American, Chicano, Puerto Rican, Cuban, or another Spanish, Hispanic or Latino group.

(1)Mexican, Mexican American, Chicano—Skip to >race<<

(2)Puerto Rican—Skip to >race<<

(3)Cuban—Skip to >race<<

(4)Other Spanish/Hispanic/Latino—continue to >othr\_sp1<<

D Don't know—Skip to >race<<

R Refused—Skip to >race<<

SPECS: Store answers of 1, 2, 3, 4 as follows:

Current answer	Stored value	Variable
1	1	>HISPCB02_5<
2	1	>HISPCB03_5<
3	1	>HISPCB04_5<
4	1	>HISPCB05_5<

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at the following locations:

HISPCB02\_5: location 104

HISPCB03\_5: location 105

HISPCB04\_5: location 106

HISPCB05\_5: location 107

>othr\_sp1<

What is this group?

(1) Argentinean—Skip to >race<<

(2) Colombian—Skip to >race<<

(3) Dominican—Skip to >race<<

(4) Nicaraguan—Skip to >race<<

(5) Salvadoran—Skip to >race<<

(6) Spaniard—Skip to >race<<

(7) Other—Skip to >othr\_sp<<

D Don't know—Skip to >race<<

R Refused—Skip to >race<<

SPECS: Store words corresponding to categories 1 through 6 in >HISPANWI\_5<.

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 108.

>othr\_sp<

What is the name of the other Hispanic group?

\_\_\_\_\_ (allow for 19 characters)

D Don't know

R Refused

SPECS: Store >otr\_sp< in >HISPANWI\_5<. If "D" or "R", store "Blank."

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 108.

SPECS: Respondent may choose one or more categories.

SPECS: Ask questions of each person listed on the Roster in the following order:

>race<, >otr\_race<, >amer\_ind<, >asian\_group<, >otr\_asian<, >pacific\_group<, and >otr\_pacific< (when appropriate) before continuing to the next person.

>race<

I'm going to read a list of race categories. Please choose one or more categories that best indicate (your/...'s) race. (Are you/Is...) White? Black, African American or Negro? American Indian or Alaska Native? Asian? Native Hawaiian? Other Pacific Islander? or Some other race?

(1) White

(2)Black, African American, or Negro

(3)American Indian or Alaska Native—Skip to >amer\_ind<<

(4)Asian—Skip to >asian\_group<<

(5)Native Hawaiian

(6)Other Pacific Islander—Skip to >pacific\_group<<

(7)Some other race—Skip to >otr\_race<<

D Don't know

R Refused

SPECS: If "D" or "R", store 0 in each variable. Store answers of (1) - (7) as follows:

Current answer	Stored value	Variable
1	1	>RACECB01_6<
2	1	>RACECB02_6<
3	1	>RACECB03_6<
5	1	>RACECB11_6<
7	1	>RACECB15_6<

Store 0 in all variables without a value of 1.

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at the following locations:

RACECB01\_6: location 127

RACECB02\_6: location 128

RACECB03\_6: location 129

RACECB11\_6: location 137

RACECB15\_6: location 141

>otr\_race<

What is the name of (your/...'s) race?

\_\_\_\_\_ >otr\_race1<  
(allow for 19 characters)

D Don't know

R Refused

SPECS: If "D" or "R", store a "Blank."

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 180.

>amer\_ind<

What is the name of (your/...'s) enrolled or principal tribe?

(H) HELP  
\_\_\_\_\_ >amer\_ind1<  
(allow for 19 characters)

D Don't know

R Refused

SPECS: If "D" or "R", store a "Blank."

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 142.

>H\_AMERIND<

Add a pop-up or help screen for agents to select the following for the >amer\_ind< screen.

Cherokee	Blackfoot
Navajo	Chickasaw
Chippewa	Potawatomi
Sioux	Tohono O'Odham
Choctaw	Pima
Pueblo	Tlingit
Apache	Seminole
Iroquois	Alaskan Athabaskans
Lumbee	Cheyenne
Creek	Comanche

SPECS: More than one category is acceptable. When storing more than one category selection, use white space delimiter between the selections.

---

>asian\_group<

To what Asian group (do you/does...) belong? (READ CATEGORIES.)

- (1) Asian Indian
  - (2) Chinese
  - (3) Filipino
  - (4) Japanese
  - (5) Korean
  - (6) Vietnamese
  - (7) Other Asian—Skip to >othr\_asian<<
- D Don't know  
R Refused

SPECS: If "D" or "R", store 0. Store answers of (1) - (7) as follows:

Current answer	Stored value	Variable
1	1	>RACECB04_6<
2	1	>RACECB05_6<
3	1	>RACECB06_6<
4	1	>RACECB07_6<
5	1	>RACECB08_6<
6	1	>RACECB09_6<
7	1	>RACECB10_6<

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at the following locations:

RACECB04\_6: location 130  
RACECB05\_6: location 131  
RACECB06\_6: location 132  
RACECB07\_6: location 133  
RACECB08\_6: location 134  
RACECB09\_6: location 135  
RACECB10\_6: location 136

---

>othr\_asian<

What other Asian group (do you/does...) belong?

(H) HELP

\_\_\_\_\_ >othr\_asian1<  
(allow 9 characters)

- D Don't know  
R Refused

SPECS: If "D" or "R", store a "Blank."

NOTE: If answers reported for both >othr\_asian1< and >othr\_pacific1<, combine into one output variable and store in >AISPIWIN\_6<. When storing , use white space

delimiter between the two answers. Otherwise, store single answer in >AISPIWIN\_6<.

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 161.

---

>H\_OTHRASIAN<

Add a pop-up or help screen for agents to select the following for the >othr\_asian< screen:

- Cambodian
- Hmong
- Indonesian
- Pakistani
- Laotian
- Thai

SPECS: More than one category is acceptable.

---

>pacific\_group<

SPECS: More than one category is acceptable.

To what Pacific Islander group (do you/does ...) belong? READ CATEGORIES.

- (1) Guamanian or Chamorro
  - (2) Samoan
  - (3) Other Pacific Islander—Skip to >othr\_pacific<<
- D Don't know  
R Refused

SPECS: If "1", store 1 in >RACECB12\_6<. If "2", store 1 in >RACECB13\_6<. If "3", store 1 in >RACECB14\_6<. If "D" or "R", store a "Blank" in >RACECB14\_6<.

OUTPUT SPECS: Store in Record 2 for D-1 or D-10, at the following locations:

RACECB12\_6: location 138  
RACECB13\_6: location 139  
RACECB14\_6: location 140

---

>othr\_pacific<

What other Pacific Islander group (do you/does...) belong?

(H) HELP

\_\_\_\_\_ >othr\_pacific1<  
(allow 9 characters)

- D Don't know  
R Refused
-

---

SPECS: If “D” or “R”, store a “Blank.”

NOTE: If answers reported for both >othr\_asian1< and >othr\_pacific1<, combine into one output variable and store in >AISPIWIN\_6<. When storing, use white space delimiter between the two answers. Otherwise, store one answer in >AISPIWIN\_6<.

OUTPUT SPECS: Store in Record 2, for D-1 or D-10, at location 161.

---

>H\_OTHPACIF<

Add a pop-up or help screen for agents to select the following for the >othr\_pacific< screen:

Fijian  
Palauan  
Tahitian  
Tongan

SPECS: More than one category is acceptable.

---

If CEFU case, skip to >THE END< of CEFU script. Otherwise, go to >closing<.

---

>closing<

SPECS: If custsat=missing, follow path A. If custsat=1, follow path B.

A:

This completes all the questions. Thank you for taking part in Census 2000.

B:

This completes all the questions. Thank you for taking part in Census 2000.

Before you hang-up, we would appreciate feedback regarding the service you received today. I’m going to transfer you to our automated customer satisfaction survey, which on average takes less than 3 minutes to complete.

Programming note: Include the following on this screen.

IF ASKED WHAT TO DO ABOUT THE CENSUS FORM, PLEASE RESPOND—

Since you have given me your census information, you may discard the form you received in the mail.

---

SPECS: If all of the following fields in >mail\_add< are not blank: housestreet1, city1, state1, zip1 and a complete interview is collected, then set Nomail=1.

### **END INTERVIEW**

### **TO QUALIFY AS A COMPLETED INTERVIEW**

**There must be complete answers\* for any two of the following questions for each person on the roster:**

>relation< (except person on line 1)

>sex1<

>age<

if >hisp\_origin1< = 2 OR if >hisp\_origin1< = 1, then >hisp\_origin2< must be answered

>race<

\* “Don’t know” or “Refused” do not qualify as an “answer.”

---

# Appendix F

Internet Census Form

	<h1>Official Internet Form</h1>	
		<small>U.S. Department of Commerce Bureau of the Census</small>

## Start Here!

### Instructions:

1. Help is available throughout the form by clicking on the -> [Text Links](#) <-. If help links do not function properly, manually open a new/different browser window to:  
<http://www.2000.census.gov/2k/formhelp.html>
2. Verify this form's authenticity to help protect your information.
3. Use your window scroll bars to move around the form and your screen arrow/pointer to position your text cursor inside boxes for entering text.
4. **DO NOT** use your keyboard's 'Return' / 'Enter' key or your web browser's 'Back' / 'Previous Page' button.
5. Please begin with question 1 below.

### 1. How many people were living or staying in this house, apartment, or mobile home on April 1, 2000?

Number of people

**INCLUDE** in this number:

- foster children, roomers or housemates
- people staying here on April 1, 2000 who have no other permanent place to stay
- people living here most of the time while working, even if they have another place to live

**DO NOT INCLUDE** in this number:

- college students living away while attending college
- people in a correctional facility, nursing home, or mental hospital on April 1, 2000
- Armed Forces personnel living somewhere else
- people who live or stay at another place most of the time

### 2. Is this house, apartment, or mobile home -- Mark *ONE* box.

- Owned by you or someone in this household with a mortgage or loan?
- Owned by you or someone in this household free and clear (without a mortgage or loan)?
- Rented for cash rent?
- Occupied without payment of cash rent?

file://A:\2k\form.html

3/20

3. Please answer the following questions for each person living in this house, apartment or mobile home. Start with the name of one of the people living here who owns, is buying, or rents this house, apartment, or mobile home. If there is no such person, start with any adult living or staying here. We will refer to this person as Person 1.

What is this person's name? Enter name below.

Last Name	First Name	MI
<input type="text"/>	<input type="text"/>	<input type="text"/>

4. What is Person 1's telephone number? We may call the person if we don't understand an answer.

Area Code + Number

<input type="text"/>	<input type="text"/>	<input type="text"/>
----------------------	----------------------	----------------------

5. What is Person 1's sex? Mark ONE box.

Male       Female

6. What is Person 1's age and what is Person 1's date of birth? Enter numbers in boxes.

Age on April 1, 2000	Month	Day	Year of Birth
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

NOTE: Please answer BOTH Questions 7 and 8.

7. Is Person 1 Spanish / Hispanic / Latino? Mark the "NO" box if not Spanish / Hispanic / Latino.

No, not Spanish / Hispanic / Latino       Yes, Puerto Rican

Yes, Mexican, Mexican Am., Chicano       Yes, Cuban

Yes, other Spanish / Hispanic / Latino -- Enter group below.

8. What is Person 1's race? Mark one or more races to indicate what this person considers himself/herself to be.

White

Black, African Am., or Negro

American Indian or Alaska Native -- Enter name of enrolled or principal tribe below.

Asian Indian       Japanese       Native Hawaiian

Chinese       Korean       Guamanian or Chamorro

Filipino       Vietnamese       Samoan

Other Asian -- Enter race below.       Other Pacific Islander -- Enter race below.

Some other race -- Enter race below.

If more people live here, continue with Person 2 below.  
If not, go to the 'Sending This Form' section at the bottom of this form.

## Person 2

Your answers are important!  
Every person in the Census counts.



1. What is Person 2's name? Enter name below.

Last Name	First Name	MI
<input type="text"/>	<input type="text"/>	<input type="text"/>

2. How is this person related to Person 1? Mark ONE box.

- |  |  |
|--|--|
| <input type="checkbox"/> Husband/wife                                | If NOT RELATED to Person 1:                  |
| <input type="checkbox"/> Natural-born son/daughter                   | <input type="checkbox"/> Roomer, boarder     |
| <input type="checkbox"/> Adopted son/daughter                        | <input type="checkbox"/> Housemate, roommate |
| <input type="checkbox"/> Stepson/stepdaughter                        | <input type="checkbox"/> Unmarried partner   |
| <input type="checkbox"/> Brother/sister                              | <input type="checkbox"/> Foster child        |
| <input type="checkbox"/> Father/mother                               | <input type="checkbox"/> Other nonrelative   |
| <input type="checkbox"/> Grandchild                                  |  |
| <input type="checkbox"/> Parent-in-law                               |  |
| <input type="checkbox"/> Son-in-law/daughter-in-law                  |  |
| <input type="checkbox"/> Other relative -- Enter exact relationship. | <input type="text"/>                         |

3. What is this person's sex?

- Male       Female

4. What is this person's age and what is this person's date of birth?  
Enter numbers in boxes.

Age on April 1, 2000	Month	Day	Year of Birth
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**NOTE:** Please answer BOTH Questions 5 and 6.

**5. Is this person Spanish / Hispanic / Latino? Mark "NO" box if not Spanish / Hispanic / Latino.**

- No, not Spanish / Hispanic / Latino       Yes, Puerto Rican  
 Yes, Mexican, Mexican Am., Chicano       Yes, Cuban  
 Yes, Other Spanish / Hispanic / Latino -- Enter group below.

**6. What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be.**

- White  
 Black, African Am., or Negro  
 American Indian or Alaska Native -- Enter the name of enrolled or principal tribe below.

- Asian Indian       Japanese       Native Hawaiian  
 Chinese       Korean       Guamanian or Chamorro  
 Filipino       Vietnamese       Samoan  
 Other Asian -- Enter race below.       Other Pacific Islander -- Enter race below.

- Some other race -- Enter race below.

If more people live here, continue with Person 3 below.  
If not, go to 'Sending This Form' at the bottom of this page.

### Person 3

Census information helps your community  
get financial assistance for roads,  
hospitals, schools, and more.



**1. What is Person 3's name? Enter name below.**

Last Name	First Name	MI
<input type="text"/>	<input type="text"/>	<input type="text"/>

**2. How is this person related to Person 1? Mark ONE box.**

- Husband/wife      \* If NOT RELATED to Person 1:  
 Natural-born son/daughter       Roomer, boarder  
 Adopted son/daughter       Housemate, roommate  
 Stepson/stepdaughter       Unmarried partner  
 Brother/sister       Foster child  
 Father/mother       Other nonrelative  
 Grandchild

- Parent-in-law
- Son-in-law/daughter-in-law
- Other relative -- *Enter exact relationship.*

**3. What is this person's sex?**

- Male
- Female

**4. What is this person's age and what is this person's date of birth?**  
*Enter numbers in boxes.*

Age on April 1, 2000	Month	Day	Year of Birth
<input style="width: 40px; height: 20px;" type="text"/>			

**NOTE: Please answer BOTH Questions 5 and 6.**

**5. Is this person Spanish / Hispanic / Latino?** *Mark "NO" box if not Spanish / Hispanic / Latino.*

- No, not Spanish / Hispanic / Latino
- Yes, Puerto Rican
- Yes, Mexican, Mexican Am., Chicano
- Yes, Cuban
- Yes, Other Spanish / Hispanic / Latino -- *Enter group below.*

**6. What is this person's race?** *Mark one or more races to indicate what this person considers himself/herself to be.*

- White
- Black, African Am., or Negro
- American Indian or Alaska Native -- *Enter the name of enrolled or principal tribe below.*

- Asian Indian
- Japanese
- Native Hawaiian
- Chinese
- Korean
- Guamanian or Chamorro
- Filipino
- Vietnamese
- Samoan
- Other Asian -- *Enter race below.*
- Other Pacific Islander -- *Enter race below.*

- Some other race -- *Enter race below.*

If more people live here, continue with Person 4 below.  
If not, go to 'Sending This Form' at the bottom of this page.

# Person 4

Information about children helps  
your community plan for child  
care, education, and recreation.



1. What is Person 4's name? Enter name below.

Last Name	First Name	MI
<input type="text"/>	<input type="text"/>	<input type="text"/>

2. How is this person related to Person 1? Mark ONE box.

- |  |  |
|--|--|
| <input type="checkbox"/> Husband/wife                                | If NOT RELATED to Person 1:                  |
| <input type="checkbox"/> Natural-born son/daughter                   | <input type="checkbox"/> Roomer, boarder     |
| <input type="checkbox"/> Adopted son/daughter                        | <input type="checkbox"/> Housemate, roommate |
| <input type="checkbox"/> Stepson/stepdaughter                        | <input type="checkbox"/> Unmarried partner   |
| <input type="checkbox"/> Brother/sister                              | <input type="checkbox"/> Foster child        |
| <input type="checkbox"/> Father/mother                               | <input type="checkbox"/> Other nonrelative   |
| <input type="checkbox"/> Grandchild                                  |  |
| <input type="checkbox"/> Parent-in-law                               |  |
| <input type="checkbox"/> Son-in-law/daughter-in-law                  |  |
| <input type="checkbox"/> Other relative -- Enter exact relationship. | <input type="text"/>                         |

3. What is this person's sex?

- Male       Female

4. What is this person's age and what is this person's date of birth?  
Enter numbers in boxes.

Age on April 1, 2000	Month	Day	Year of Birth
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

NOTE: Please answer BOTH Questions 5 and 6.

5. Is this person Spanish / Hispánico / Latino? Mark "NO" box if not Spanish / Hispanic / Latino.

- No, not Spanish / Hispanic / Latino       Yes, Puerto Rican  
 Yes, Mexican, Mexican Am., Chicano       Yes, Cuban  
 Yes, Other Spanish / Hispanic / Latino -- Enter group below.

6. What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be.

- White
- Black, African Am., or Negro
- American Indian or Alaska Native -- Enter the name of enrolled or principal tribe below.  
\_\_\_\_\_
- Asian Indian     Japanese     Native Hawaiian
- Chinese     Korean     Guamanian or Chamorro
- Filipino     Vietnamese     Samoan
- Other Asian -- Enter race below.     Other Pacific Islander -- Enter race below.  
\_\_\_\_\_
- Some other race -- Enter race below.  
\_\_\_\_\_

If more people live here, continue with Person 5 below.  
If not, go to 'Sending This Form' at the bottom of this page.

## Person 5

Knowing about age, race, and sex helps your community better meet the needs of everyone.



1. What is Person 5's name? Enter name below.

Last Name	First Name	MI
_____	_____	_____

2. How is this person related to Person 1? Mark ONE box.

- Husband/wife                      If NOT RELATED to Person 1:
- Natural-born son/daughter     Roomer, boarder
- Adopted son/daughter         Housemate, roommate
- Stepson/stepdaughter         Unmarried partner
- Brother/sister                     Foster child
- Father/mother                     Other nonrelative
- Grandchild
- Parent-in-law
- Son-in-law/daughter-in-law
- Other relative -- Enter exact relationship. \_\_\_\_\_

3. What is this person's sex?

- Male             Female

**4. What is this person's age and what is this person's date of birth?**

Enter numbers in boxes.

Age on April 1, 2000	Month	Day	Year of Birth
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**NOTE: Please answer BOTH Questions 5 and 6.**

**5. Is this person Spanish / Hispanic / Latino? Mark "NO" box if *not* Spanish / Hispanic / Latino.**

- No, not Spanish / Hispanic / Latino       Yes, Puerto Rican  
 Yes, Mexican, Mexican Am., Chicano       Yes, Cuban  
 Yes, Other Spanish / Hispanic / Latino -- Enter group below.

**6. What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be.**

- White  
 Black, African Am., or Negro  
 American Indian or Alaska Native -- Enter the name of enrolled or principal tribe below.

- Asian Indian       Japanese       Native Hawaiian  
 Chinese       Korean       Guamanian or Chamorro  
 Filipino       Vietnamese       Samoan  
 Other Asian -- Enter race below.       Other Pacific Islander -- Enter race below.

- Some other race -- Enter race below.

If more people live here, continue with Person 6 below.  
If not, go to 'Sending This Form' at the bottom of this page.

**Person 6**

Your answers help  
your community plan  
for the future.



**1. What is Person 6's name? Enter name below.**

Last Name	First Name	MI
<input type="text"/>	<input type="text"/>	<input type="text"/>

**2. How is this person related to Person 1? Mark ONE box.**

- Husband/wife                      If NOT RELATED to Person 1:  
 Natural-born son/daughter    Roomer, boarder  
 Adopted son/daughter         Housemate, roommate  
 Stepson/stepdaughter         Unmarried partner  
 Brother/sister                    Foster child  
 Father/mother                    Other nonrelative  
 Grandchild  
 Parent-in-law  
 Son-in-law/daughter-in-law  
 Other relative -- Enter exact relationship.

**3. What is this person's sex?**

- Male             Female

**4. What is this person's age and what is this person's date of birth?**  
*Enter numbers in boxes.*

Age on April 1, 2000	Month	Day	Year of Birth
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

**NOTE: Please answer BOTH Questions 5 and 6.**

**5. Is this person Spanish / Hispanic / Latino? Mark "NO" box if not Spanish / Hispanic / Latino.**

- No, not Spanish / Hispanic / Latino     Yes, Puerto Rican  
 Yes, Mexican, Mexican Am., Chicano    Yes, Cuban  
 Yes, Other Spanish / Hispanic / Latino -- Enter group below.

**6. What is this person's race? Mark one or more races to indicate what this person considers himself/herself to be.**

- White  
 Black, African Am., or Negro  
 American Indian or Alaska Native -- Enter the name of enrolled or principal tribe below.  
  
 Asian Indian     Japanese             Native Hawaiian  
 Chinese         Korean               Guamanian or Chamorro

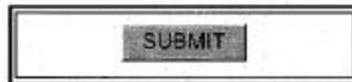
- 
- Before sending this form, please go back to the top of this form and review your information now for completeness and accuracy.

Did you:

1. Answer the questions for all persons in your household?
2. Review your entries for completeness and accuracy?
3. Include a telephone number for Person 1?

**You will have only one opportunity to send this form.**

- If you are satisfied you have entered all information completely and correctly, please send the form back to the Census Bureau by using the 'SUBMIT' button below. A 'confirmation' page will be sent to you as soon as your information is received.
- **DO NOT attempt to re-send this form once you receive a confirmation page.**
- If you do not receive a confirmation page, please complete your paper form and return it in the pre-addressed envelope.



# Appendix G

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## Internet Usage Survey Questionnaire

Screen name: I\_INTRO1

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### 1.01 I\_INTRO1

Hello, my name is {DISPLAY INTERVIEW NAME} and I am calling for the Census Bureau to follow-up on some of the information that you provided to the Census earlier this year.

I'd like to confirm that I am calling the correct household. According to our records, the address for this household is {DISPLAY ADDRESS}.

Is this correct?

[IF R REFUSES, GO TO RESULT CODE AND CODE CASE REFUSAL. IF R ANSWERS DON'T

KNOW ADDRESS, ASK TO SPEAK TO SOMEONE WHO DOES KNOW. IF NO ONE AVAILABLE, CODE A CALLBACK.]

1. YES
  2. NO
  3. TELEPHONE COMPANY RECORDING  
AM. ANSWERING MACHINE  
RT. RETRY DIALING  
GT. GO TO RESULT
- 

Screen name: I\_INTRO2

---

### 1.02 I\_INTRO2

May I speak to {the person who filled out the Census Form}?

[IF R REFUSES, GO TO RESULTS AND CODE CASE REFUSAL.

IF R ANSWERS DON'T KNOW PERSON, CODE 4 - NEVER HEARD OF SUBJECT.]

[VERIFY R IS 18 OR OLDER, IF NOT CODE 4 AND GO TO NEXT PERSON.]

1. SUBJECT SPEAKING/COMING TO PHONE
  2. SUBJECT LIVES HERE - NEEDS APPOINTMENT
  3. SUBJECT KNOWN LIVES AT ANOTHER NUMBER
  4. NEVER HEARD OF SUBJECT  
GT. GO TO RESULT
- 

Screen name: BEGIN

---

### 2.00 BEGIN

[Hello, my name is {DISPLAY INTERVIEWER NAME} and I am calling for the Census Bureau to follow-up on some of the information that you provided to the Census earlier this year.]

Thank you for mailing in your Census Form. We are interested in learning your opinion about using the Internet to fill out your Census Form. Your participation is voluntary and will only take 5 minutes. We will not use your name in any of our reports and your answers will not be shared with anyone who is not part of this project.

( )

1. CONTINUE  
GT. GO TO RESULT
- 

Screen name: INTERNET

### 2.01 INTERNET

Do you have access to the Internet at...

[0=DON'T UNDERSTAND OR KNOW INTERNET, 1=YES, 2=NO]

- A. At Home ( )
  - B. At Work ( )
  - C. At School ( )
  - D. At the Library ( )
  - E. Or anywhere else [SPECIFY] ( )
-

---

Screen name: Q4

---

2.04 Q4

Did you know that you could have filled out your Census Form on the Internet?

- ( )  
1. YES  
2. NO

---

Screen name: Q5

---

2.05 Q5

Why didn't you use the Internet to fill out your Census Form?

[CODE ALL THAT APPLY, CTRL/P TO EXIT]

- ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )  
1. DON'T HAVE ACCESS TO A COMPUTER  
2. HAVE ACCESS TO A COMPUTER, BUT IT DOESN'T HAVE INTERNET ACCESS  
3. CONCERNED ABOUT PRIVACY OF MY ANSWERS  
4. NOT ALLOWED TO USE INTERNET AT WORK FOR THIS PURPOSE  
5. DON'T LIKE THE INTERNET  
6. DON'T HAVE ENOUGH INTERNET EXPERIENCE TO USE IT COMFORTABLY  
7. DON'T THINK THE INTERNET WOULD COLLECT DATA IN ACCURATE WAY  
8. BLINDNESS, OTHER DISABILITY PREVENTS USE  
9. OTHER (SPECIFY)

---

Screen name: Q6

---

2.06 Q6

The Census Bureau {would like to} offer people the opportunity to fill out their Census Form on the Internet. If the Census Bureau gave you that option, would you use the Internet to fill out your Census Form?

- ( )  
1. YES  
2. NO

---

Screen name: Q7

---

2.07 Q7

Why would you use the Internet to fill out your Census Form?

[CODE ALL THAT APPLY, CTRL/P TO EXIT]

- ( ) ( ) ( ) ( )  
1. IT WOULD BE EASIER THAN FILLING OUT THE FORM  
2. IT WOULDN'T TAKE AS LONG  
3. IT WOULD BE FUN, INTERESTING OR A NEW EXPERIENCE  
4. OTHER [SPECIFY]

---

Screen name: Q8

---

2.08 Q8

Why wouldn't you use the Internet to fill out your Census Form?

[CODE ALL THAT APPLY. CTRL/P TO EXIT]

- ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( ) ( )  
1. DON'T HAVE ACCESS TO A COMPUTER  
2. HAVE ACCESS TO A COMPUTER, BUT IT DOESN'T HAVE INTERNET ACCESS  
3. CONCERNED ABOUT PRIVACY OF MY ANSWERS  
4. NOT ALLOWED TO USE INTERNET AT WORK FOR THIS PURPOSE  
5. DON'T LIKE THE INTERNET  
6. DON'T HAVE ENOUGH INTERNET EXPERIENCE TO USE IT COMFORTABLY  
7. DON'T THINK THE INTERNET WOULD COLLECT DATA IN ACCURATE WAY  
8. BLINDNESS, OTHER DISABILITY PREVENTS USE  
9. OTHER [SPECIFY]

---

Screen name: Q9

---

2.09 Q9

When you filled out your Census Form, did you know about the offer of a free calling card worth 30 minutes of long distance calls?

- ( )  
1. YES  
2. NO

---

Screen name: Q10

---

2.10 Q10

What do you remember about this offer?

( )

1. HAD TO USE THE INTERNET TO GET THE FREE MINUTES
2. NO CONDITIONS APPLIED (I SHOULD HAVE GOTTEN THE FREE MINUTES)
3. OTHER CONDITIONS APPLIED

---

Screen name: Q11A

---

2.1101 Q11A

Would you have used the Internet to respond to the Census if we rewarded you with a calling card worth.60 free minutes of long distance calls?

( )

1. YES
2. NO

---

Screen name: Q11B

---

2.1102 Q11B

[Would you have used the Internet to respond to the Census if we rewarded you with a calling card worth...]

90 free minutes of long distance calls?

( )

1. YES
2. NO

---

Screen name: Q12

---

2.12 Q12

Suppose we gave you a calling card that allowed you to make 30 minutes of free long distance phone calls, but only if you used the Internet to fill out your Census Form. Would you use the Internet to fill out your Census Form then?

( )

1. YES
2. NO

---

Screen name: Q13A

---

2.1301 Q13A

Would you use the Internet to respond to the Census if we rewarded you with a calling card worth 60 free minutes of long distance calls?

( )

1. YES
2. NO

---

Screen name: Q13B

---

2.1302 Q13B

[Would you use the Internet to respond to the Census if we rewarded you with a calling card worth...]

90 free minutes of long distance calls?

( )

1. YES
2. NO

---

Screen name: END

2.14 END

Thank you very much for your time.

[PRESS ENTER TO CONTINUE]

---

Screen name: COLLECT

---

2.15 COLLECT

Can you please give me the name of the person in your household who filled out the Census Form?

( )

1. YES

FIRST NAME

LAST NAME:

---

Screen name: COLLECT

---

2.15 COLLECT

Can you please give me the name of the person in your household who filled out the Census Form?

( )

1. YES

FIRST NAME:

LAST NAME:

This page intentionally left blank.

